DOCUMENT RESUME

ED 105 110 95 CE 003 368

AUTHOR	Zinn, Lorraine M.
TITLE	Adult Basic Education Teacher Competency Inventory: Puerto Rico. Final Report.
INSTITUTION	Missouri Univ., Kansas City. Center for Resource Development in Adult Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Sep 74
GRANT	OEG-73-5213
NOTE	106p.; For report on Iowa see CE 003 367; For a discussion of the Inventory, see ED 099 469
EDRS PRICE	MF-$0.76 HC-$5.70 PLUS POSTAGE
DESCRIPTORS	*Adult Basic Education; Adult Education; *Adult Educators; Knowledge Level; *Performance Criteria; *Surveys; Teacher Attitudes; Teacher Behavior; Teacher Evaluation; Teacher Response; *Teaching Skills
IDENTIFIERS	Adult Basic Education Teacher Competency Inventory; Puerto Rico

ABSTRACT

With the increasing need to develop curriculum guidelines for Adult Basic Education (ABE) teacher training based upon teacher experiences, the Center for Resource Development in Adult Education (CRD) conducted a survey of a 10 percent sample of ABE educators in Puerto Rico to identify, classify, and rank the knowledges, behaviors, and attitudes appropriate for ABE teachers. Based upon a national sample of ABE teachers, the inventory consists of a listing of 291 competencies, identified as appropriate for ABE teachers, categorized into 12 groupings combining three levels (knowledge, behavior, and attitude) with four categories (adult education, curriculum, ABE learner, and instructional process). The demographic data, the 291 competencies as ranked by the ABE teachers, and a comparison of the rankings made by teachers and administrators are documented. The brief analysis of the responses indicates a discrepancy between the perceptions of administrators and teachers over the role of an ABE teacher. The researcher recommended the utilization of the priority list established by the ABE teachers, frequent inservice programs, further teacher evaluation, improvement of teacher training programs, and better communication. The ABE Competency Inventories in both Spanish and English and the ranking of competencies by administrators are appended. (JB)

ED105110

JAN 17 1975

center for resource development in adult education

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

School of Education
University of Missouri-Kansas City
Kansas City, Missouri 64110

CE003368

ED105110

Center for Resource Development
in Adult Education
School of Education

University of Missouri - Kansas City

Adult Basic Education Teacher Competency Inventory

- Puerto Rico -

FINAL REPORT

Lorraine M. Zinn

September, 1974

The project reported herein was performed pursuant to a grant from the U. S. Office of Education, Department of Health, Education and Welfare. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

Grant No. OEG-73-5213 (Spear)

TABLE OF CONTENTS

Acknowledgments i

Background of Study 1

Procedures 3

Results 6

Competencies Listed in Order of Priority (as ranked by teachers) 11

Discussion. 29

Recommendations 40

Appendices 43

A. Adult Basic Education Teacher Competency Inventory - Puerto Rico (Spanish). 44

B. Adult Basic Education Teacher Competency Inventory - Puerto Rico (English). 67

C. Competencies Listed in Order of Priority (as ranked by administrators). 86

ACKNOWLEDGMENTS

This study was completed only because the following individuals were so cooperative and competent.

I am grateful to:

Dr. Donald W. Mocker, who devoted much time and effort to the design of the study and development of the Inventory;

Ms. Vera Maass and Mr. Gordon Ault, who spent hours coding and processing data, and provided valuable suggestions throughout the study;

Ms. Peggy Purvis, who turned out page after page of typewritten copy;

Mr. John Lowry, who figured out how to communicate with the computer;

The 57 teachers and 74 program directors in Puerto Rico who took the time to complete the Inventory;

Mrs. Carmen Morales and Mr. Evaristo Eleutice, who coordinated efforts in Puerto Rico;

Dr. Husain Qazilbash and Dr. Vincent DeSanctis, who encouraged and supported the study through the Region II ABE Staff Development Project;

Dr. George Spear, Project Director, Center for Resource Development in Adult Education.

Adult Basic Education Teacher Competency Inventory (Puerto Rico) FINAL REPORT

This is a final report of the results of a survey conducted by the Center for Resource Development in Adult Education (CRD), University of Missouri - Kansas City, for the Puerto Rico Department of Public Instruction, in conjunction with the Region II Adult Basic Education staff development effort. A preliminary report was completed on August 9, 1974.

BACKGROUND OF STUDY

Since the time Adult Basic Education (ABE) programs began to multiply as a result of Federal enabling legislation and establishment of national priorities, ABE teacher training has continued to be of prime importance. However, ABE teacher trainers had relatively few curricular guidelines to follow that were specifically aimed at training teachers for the undereducated adult. From 1964 when the thrust in ABE began, to the present, curricula have been created from experiences of teacher trainers and the target practitioners in the field: ABE teachers and administrators.

With ever increasing frequency, attempts have been made in institutes, workshops, and other types of training sessions to identify what ABE teachers should know, what strategies they should be able to command, and equally important, what effective behaviors are critical to a successful instructional program.

In July, 1973, Donald W. Mocker initiated a study which represented a systematic effort to identify, classify and rank the knowledges, be-

haviors and attitudes appropriate for Adult Basic Education teachers.[1]

During the initial stages of that study, CRD staff proposed to conduct a study of ABE teacher training needs in Puerto Rico. The purpose of the study was to determine those training areas which are deemed important by both teachers and local ABE program directors.

Specifically, the resulting data is intended for use in the following ways, as described by Mrs. Carmen Morales, Coordinator of the Puerto Rico ABE staff development office:

1. by trainers and planners of ABE staff training activities, to plan inservice programs which will meet perceived needs;

2. by universities and other educational institutions, to develop courses appropriate for ABE teachers;

3. by local program directors and regional supervisors, so that they have an understanding of teachers' perceptions of needs.

---

[1]Donald W. Mocker. A Report on the Identification, Classification, and Ranking of Competencies Appropriate for Adult Basic Education Teachers. Center for Resource Development in Adult Education, School of Education, University of Missouri - Kansas City, July, 1974

PROCEDURES

PLANNING MEETING

In October, 1973, Dr. Mocker met with the Region II Staff Development Coordinating Council in San Juan, Puerto Rico, to outline the study and establish time lines.

SAMPLE SELECTION

A decision was made to survey a 10% sample of ABE teachers in Puerto Rico, as well as all of the (80) local program administrators.

From a list of 670 Adult Basic Education and English as a Second Language (ESL) Instructor positions supplied by Puerto Rico in January, 1974, a random sample (67 teachers) was selected. There was no attempt made to stratify the sample either by the six educational regions of Puerto Rico, or by type of teaching position (ABE or ESL).

SURVEY INSTRUMENT

The instrument used in this survey was a translated and modified form[2] of the "Adult Basic Education Teacher Competency Inventory", developed by Donald W. Mocker, Associate Director of the Center for Resource Development in Adult Education.[3]

Basically, the Inventory consists of a listing of 291 "competencies" which have been identified as being appropriate for ABE teachers. The competencies have been divided into three levels: Knowledge, Behavior and Attitude. Knowledge is defined as the ability to recall and recognize

---

[2]Spanish version, Appendix A; English version, Appendix B.

[3]Procedures for the development and validation of the Inventory are described in the report cited previously (Mocker).

specifics and universals; Behavior is the demonstration of ability to perform; and Attitude is the ability to develop, receive and respond to feelings, interest and values.

In addition to being classified by levels, the competencies were also placed in one of four categories. The categories are defined as follows: Adult Education is a planned process by which men and women seek to increase their knowledge, understanding, or attitudes; Curriculum is a structured series of intended learning outcomes; ABE Learner is a person sixteen years of age or older, who has not achieved an eighth grade education or its functional equivalent and who is enrolled in an ABE program; and Instructional Process is defined as an organized plan established for the purpose of facilitating learning of the curriculum.

At the request of Puerto Rico Staff Development personnel, a few changes were made in specific statements of competencies and levels by which they were classified. The revised form lists 289 competencies, using the same levels and categories as the original Inventory.

The revised Inventory was translated into Spanish, and the translation approved by the Department of Public Instruction. Typing and reproduction of the final instrument were completed in Puerto Rico.

MEETING WITH REGIONAL SUPERVISORS

On May 23, 1974, CRD staff member Lorraine Zinn met in San Juan with Puerto Rico staff development personnel and the six Supervisors of Adult Education from the six educational regions within Puerto Rico. The meeting, conducted in Spanish, served to inform the regional supervisors of the study, and instruct them in the procedures for administration of the Inventory.

DATA COLLECTION

The six Regional Supervisors left the May meeting with sufficient copies of the Inventory to be administered to the selected teachers and all local program directors within their regions. Completed surveys were returned to the staff development office at the Puerto Rico Department of Education, then forwarded by groups to CRD in Kansas City.

When the completed Inventories were received by CRD, the responses were divided into the predetermined categories and levels, so that 12 separate groups of related responses were tabulated. These groups are described as follows:

1. Knowledge - Curriculum
2. Behavior - Curriculum
3. Attitude - Curriculum
4. Knowledge - ABE Learner
5. Behavior - ABE Learner
6. Attitude - ABE Learner
7. Knowledge - Scope and Goal of Adult Education
8. Behavior - Scope and Goal of Adult Education
9. Attitude - Scope and Goal of Adult Education
10. Knowledge - Instructional Process
11. Behavior - Instructional Process
12. Attitude - Instructional Process

Using the rating scale (1 - 5) from the Inventory, a mean score was determined for each of the 289 statements of competencies. These mean scores were then ranked within each of the twelve groups, so that competencies which received the highest ratings appear at the beginning of the list, and those of lowest rating at the end.

Three separate lists of "competencies listed in order of priority" were compiled, representing 1) all teachers who responded, 2) all program administrators who responded, and 3) the combined responses of teachers and administrators.

RESULTS

SURVEY RETURNS

The Inventory was distributed in May, 1974, and the first returns arrived in Kansas City on June 10. Six weeks later, on July 22, a decision was made jointly by the Puerto Rico and Kansas City offices to process the data which had been received. No further Inventories were received after July 19.

Of the 67 ABE instructors surveyed, a total of 57 (85%) responded. Seventy-four local program directors completed Inventories.

DEMOGRAPHIC DATA

A compilation of demographic data appears in Table I (page 7).

Two-thirds (67%) of the teachers who responded are female, while the majority (64%) of administrators are male.

Sixty percent (34) of the teachers have completed a four-year university degree. No teacher has less than a two-year degree; and the percentage of teachers who hold Master's degrees is about equal to those who hold two-year degrees (20%).

The administrator population, as a whole, represents a higher level of academic preparation. A full 78% of the respondents have completed a Master's degree or beyond (two doctorates); the remainder indicate both four-year degrees (19%) and two-year degrees (3%).

Thirty percent (17) of the teachers have at least five years of experience in ABE; and an even greater percentage of administrators (43%) have equal experience. Another 30% of the administrators have between one and two years of experience. There is a fairly significant percentage (16%)

TABLE I: DEMOGRAPHIC DATA

	Teachers	Administrators	Total
Number of respondents:	57	74	131
Sex: Male	19	47	66
Female	38	27	65
Educational preparation:			
High School Diploma	0	NR (no response)	NR
2 yr. Degree (AA)	12	2	14
4 yr. Degree (BA,BS)	34	13	47
Master's Degree	11	56	67
Doctoral Degree	0	2	2
Years experience in ABE:			
Less than 1 yr.	9	1	10
1 yr.	2	10	12
2 yrs.	11	12	23
3 yrs.	7	5	12
4 yrs.	6	6	12
5 yrs.	5	6	11
More than 5 yrs.	17	32	49
Employment in ABE:			
Full-time:	10	3	13
Part-time:	46	69	115
If part-time in ABE, what is full-time teaching position:			
Kindergarten:	NR	NR	NR
Elementary:	27	9	36
High School:	10	7	17
College:	NR	NR	NR
Most recent attendance at ABE teacher-training program:			
During past 6 months:	9	39	48
6 mo. to 1 yr. ago:	6	6	12
More than 1 yr. ago:	21	13	34
Have never attended:	21	14	35
Types of ABE training activities attended:*			
Seminar	26	52	78
Conference, lecture	18	30	48
Workshop	10	18	28
Institute	8	11	19
University course	NR	8	8

* Respondents checked more than one, if applicable

of teachers with less than one year of experience; and another 19% who have two years of experience. The great majority of both teachers (60%) and administrators (69%) have three years or more experience in ABE.

Employment in ABE is largely part-time for both teachers (80%) and administrators (93%). Sixty-five percent (37) of the teachers who work part-time in ABE indicate that they have other full-time teaching positions. Of these, 73% (27) teach at the elementary level and 27% (10) at the high school level.

Less than one-fourth (22%) of the part-time ABE administrators who responded hold full-time teaching positions. Those who do are about equally divided between the elementary and high school level.

A majority of local program directors (53%) had attended some type of ABE training function within the six month period preceding their response to the Inventory (May, 1974). Attendance for teachers was much less recent, with 37% (21) indicating that their last attendance was more than a year ago, and another 37% who had never attended an ABE teacher training program.

The type of training activity attended by most teachers and administrators was a seminar. Forty-six percent of the teachers and 70% of the administrators indicate that they have attended a seminar for ABE training. Other than seminars, conferences or lectures were attended most often, followed by workshops and institutes. Eight of the program directors (10%) have participated in a university course as a training activity; however, none of the teachers indicated that they have participated in a university course.

RANK OF COMPETENCIES

As indicated earlier in this report, three separate rank order lists of competencies were compiled. In the preliminary report of this study, the rank order presented indicated the order of priority established by the combined group of teachers and administrators, or all 132 respondents. When the rank order established by administrators was compared initially with that established by teachers, the differences in rank order appeared to be insignificant. Therefore, the combined rank order was reported, with exceptions as noted.

After further analysis of the data, however, it became apparent that the differences in priority order were indeed significant, in many instances. The decision was then made to report and discuss results of teachers and administrators separately.

The teachers' list of competencies in order of priority begins on page 11. The administrators' rank order listing appears as Appendix C.

The lists of competencies should be interpreted using the following guidelines:

1. The total of 289 statements have been divided into twelve groups, as described earlier in this report.

2. Within each group, the competencies are listed in rank order, with the competency considered to be of highest priority (having the highest mean score) listed first. Thus, the last statement within each group represents the competency which received the lowest rating within that particular group.

3. When two or more competencies have exactly the same mean score rating, they are numbered according to standard rank order procedure.

4. In order to provide the most usable data to staff development personnel, the acutal mean scores have been translated to the descriptive terms used on the Inventory (1 = no competency required; 2 = slight; 3 = moderate; 4 = considerable; 5 = complete).

5. Within each group, the mean of means is represented by the symbol **********. This symbol separates the competencies which are of higher priority (above the mean for that group) from those of lower priority (below the mean for that group.)

COMPETENCIES LISTED IN ORDER OF PRIORITY*

Knowledge - Curriculum

Considerable competence required in the following:

An ABE teacher:

1. has knowledge of the language arts - reading, writing, speaking and listening.
2. has knowledge of the primary comprehension skills.
3. has knowledge of the sequence of reading skills.
4. has knowledge of developmental tasks of adults.
5. has knowledge of the content components necessary for teaching reading.
6. has knowledge of the principles of penmanship.
7. knows that math instruction includes the teaching of reading and vocabulary development.
8. can recognize what components of the subject are essential to the adult student.
9. can identify the major topics, characteristics and concepts of each subject.
10. has knowledge of the vocabulary skills that should be developed by ABE students.
11. has knowledge of phonic components.
12. has knowledge of practical arithmetic skills.

****

13. has knowledge of the interpersonal skills of effectively relating oneself to family, community and society.
14. has knowledge that math is developmental; skills build upon others.

15.5 has knowledge of arithmetical and mathematical skills including problem solving.

15.5 has knowledge of the content of a subject matter in relating to the learner's objectives.

* As ranked by teachers in Puerto Rico.

An ABE teacher:

17. has knowledge of functional reading word lists.

18. has knowledge about adult home life skills and consumer education.

Moderate-to-considerable competence required:

19. has knowledge of the important concepts of both traditional and modern math.

20. has knowledge of the basic concepts of the arithmetic curriculum from the primary school level through the high school level.

Behavior - Curriculum

Considerable competence required:

1. adapts curriculum to the needs of the adult student.

2.5 helps students control and adjust to change.

2.5 organizes a plan of instruction that demonstrates logical sequence, continuity and integration.

4. demonstrates personal skill in the processes of reading, writing, arithmetic as well as in other basic areas of the ABE curriculum.

****

5. demonstrates ability to maintain his own mental and physical health.

6. breaks subject matter down into its component parts.

7. identifies curriculum development process and the relationship between the curriculum, learning activities, educational objectives and terminal tasks.

8. interprets and uses a functional model of the curriculum development process that is appropriate for selection, production and evaluation of instructional programs.

Attitude - Curriculum

Considerable competence required:

1. is aware of the value of the subject matter he/she teaches.

2. recognizes the importance of social living skills (consumer education, health, nutrition, practical government and conservation).

An ABE teacher:

3. has a commitment to keep up to date on new developments in content areas.

Knowledge - ABE Learner

Considerable competence required:

1. has knowledge of the existence of the developmental tasks of adulthood.
2. knows the differences in socio-cultural levels and experiences which exist among his/her students and recognizes their limitations.
3. has knowledge of what motivates adults to participate in basic education programs.
4. knows principles of learning as they apply to the adult student.

****

5. has knowledge of the psychological problems of the adult student.
6. has knowledge of the effect(s) of discrimination upon the self-concept of ABE students.
7. has knowledge of students' backgrounds.

8.5 has knowledge of the economically disadvantaged and various ethnic groups.

8.5 has knowledge of the impact of vicarious experiences and failures upon the under-educated adult.

10. has knowledge of cultural and social forces that influence adult learning.

Moderate-to-considerable competence required:

11. has knowledge of the changes that occur in the process of psychological, mental and social development.

Behavior - ABE Learner

Considerable-to-complete competence required:

1. motivates students.

An ABE teacher:

Considerable competence required:

2. identifies what is the basis of mutual respect between teacher and student.

3. recognizes individual physical differences.

4. identifies the individual differences of students.

5. raises students' self-concepts.

6. finds reasons for low self-concepts of individual students.

7. analyzes ways in which the environment has conditioned the life of the learner.

8. identifies the students' informal social groups.

9. finds and develops potential talents.

10. relates to the differences in people.

****

11. interprets the social characteristics of the under-educated adults.

12. lists the various community social, educational, and training agencies which serve adults and can state the major functions of each.

13. describes the social and emotional characteristics, as well as intellectual and physical abilities, of under-educated adults.

14. identifies the students' level of aspiration and despair.

Moderate-to-considerable competence required:

15. analyzes the influences that subcultures have on the lives of individual students.

16. determines signs of physical decline.

17. uses sociograms.

Attitude - ABE Learner

Considerable-to-complete competence required:

1. has accepted the fact that there are differences between children and adults as learners.

An ABE teacher:

Considerable competence required:

2. has a commitment to assist adults to assume new roles in society.

3. accepts the importance of recognizing individual differences.

4.5 believes in freedom of thought and expression.

4.5 has an awareness that there are merits in the learner's way of living.

****

6. is challenged by the needs of students.

7. believes there is potentiality for growth in most people.

8. does not fear students who come from different backgrounds.

9. does not over-generalize and stereotype.

Knowledge - Scope and Goal of Adult Education

Considerable competence required:

1. has knowledge of the theory and practice of teaching in adult education.

2. has knowledge of theory and practice of program development.

3. has knowledge of the philosophical bases and issues of adult education.

4.5 is familiar with agencies and institutions found in the community.

4.5 has knowledge of the emergence of adult education as a marginal institution.

6. is familiar with the structure of the community.

7. has knowledge of the nature of the literacy problem in Puerto Rico.

8. has knowledge of the sociology of adult education.

9. has knowledge of institutional arrangements of adult education.

****

10.5 has knowledge of social structure and characteristics of the community.

An ABE teacher:

10.5 has knowledge of the community development approach to adult education.

Moderate-to-considerable competence required:

12. is familiar with the system of recruitment of under-educated adults for the ABE program.

13. has knowledge of new developments and recent recommendations in adult education.

14. has knowledge of the historic and contemporary approaches to literacy.

Moderate competence required:

15.5 has knowledge of the nature of adult basic education legislation.

15.5 has knowledge of the historical structure and background of adult education.

17. has knowledge of the financing of adult basic education.

Behavior - Scope and Goal of Adult Education

Considerable competence required:

1. explains the difference between teaching children and teaching adults.

2. applies the concept of continuing education to increase her/his professional competence.

3.5 explains the goals of general education.

3.5 interprets the foundations of adult basic education.

5. explains the similarities and differences between general and vocational education.

6. organizes and uses the services of local adult basic education advisory committees.

7. interprets the adult basic education program to other teachers and the community.

8. explains how liberal education can be and how it can be applied to adult basic education.

9. identifies the current issues in adult education.

10. states the primary reasons for integrating reading into the total adult basic education program.

An ABE teacher:

11. uses the techniques of public relations.

****

12. uses information from professional journals, organizations and associations.

13.5 identifies the problems and principles of administration in adult education.

13.5 takes responsibilities for leadership in civic community activities.

Moderate-to-considerable competence required:

15. identifies similarities and differences between two or more educational philosophies.

16. explains the processes involved in group or community change.

17. identifies the philosophic base of adult education and interprets its various aspects in Puerto Rican society.

18. interprets, evaluates, uses, plans, and conducts pertinent research in adult education.

19. interprets the forces necessary to promote enabling legislation for adult basic education.

20. uses the services of state and local agencies responsible for adult basic education.

Moderate competence required:

21. interprets national, state and local objectives of adult education.

22. explains the theories which relate to the andragogical model.

Attitude - Scope and Goal of Adult Education

Considerable-to-complete competence required:

1. believes in a responsible citizenry.

Considerable competence required:

2. desires to be a responsible leader of her/his profession.

3. has accepted a system of values about adult education.

4. has confidence in her/his ability as a teacher.

An ABE teacher:

5. has a commitment for continuous learning.

6. has a strong commitment to adult education.

****

7. believes that innovation and experimentation are necessary for the development of adult education.

8. accepts responsibility for personal behaviors that affect the health of others.

9. recognizes that the ultimate goal of teaching reading to ABE students is to enable them to read and comprehend on approximately the 8th grade level.

Knowledge - Instructional Process

Considerable competence required:

1. is familiar with the materials which are used in the Adult Basic Education Program, and those which are used most frequently.

2. is familiar with the stages of learning.

3. is familiar with the principles of teaching adults.

4. is familiar with the technique of stating objectives in behavioral terms.

5. has knowledge about possible handicaps of non-readers.

6.5 has knowledge of the areas of applicability of the skills he/she is teaching.

6.5 is familiar with methods and materials for teaching language arts to adults.

8. is able to recognize the concepts of a subject which are essential for the adult student.

9. has knowledge of the reasons why an adult participates in educational programs.

10.5 has knowledge of the cognitive, psychomotor, and affective domains of educational objectives.

10.5 has knowledge of the psychological factors which affect learning.

An ABE teacher:

12. has knowledge of the sequence for teaching vocabulary development skills.

13. is familiar with the materials and methods for each type of reading deficiency.

14. is familiar with remedial reading techniques.

15. is familiar with community agencies which can assist students.

****

16.5 is familiar with methods and materials used for teaching mathematics to adults.

16.5 has knowledge of the basic principles and techniques of group process.

18. is familiar with the criteria for the selection of materials used to evaluate adults.

20. has knowledge of the rationale for the linguistic and sightword approaches to the teaching of reading.

20. has knowledge of the means of evaluating general and specific objectives.

20. is familiar with techniques for testing and evaluating adults.

22. has knowledge of the design of an effective learning situation.

23. has knowledge of the anxieties about learning that are specific to women and other identifiable groups.

24. has knowledge of group dynamics and leadership techniques.

25. is familiar with the sociological problems of adults.

Moderate-to-considerable competence required:

26. has knowledge of the logical principles upon which instructional materials are developed, selected and utilized.

Moderate competence required:

27. has knowledge of economic and labor market information.

Behavior - Instructional Process

Considerable-to-Complete competence required:

1. makes daily lesson plans.

An ABE teacher:

Considerable competence required:

2. motivates adults.

4. maintains discipline in the classroom.

---

4. maintains a clean, orderly classroom.

4. develops within the adult a sense of her/his progress and abilities.

6. effectively communicates with adults.

7. develops within the adult a sense of confidence.

8.5 maintains attention in the classroom.

8.5 functions as a group member.

10. coordinates and supervises classroom activities.

11.5 guides and counsels adult students.

11.5 applies basic principles of adult education to instructional situations.

13. humanizes the learning process.

14. relates classroom instruction to the job experiences of students.

15. helps the student develop perceptual processes (visual and auditory discrimination, fluency in speaking and writing).

16. states objectives in behavioral terms.

17.5 recognizes and describes the steps involved in planning, decision-making and problem solving.

17.5 evaluates and reports on student progress.

19.5 recognizes behaviorally stated objectives.

19.5 summarizes and reviews the main points of a lesson or demonstration.

21. recognizes action words appropriate to a given behavior.

22. designs a study plan for students based on results of diagnostic tests.

24.5 develops a climate that stimulates participation.

24.5 relates subject matter to the student.

24.5 uses questions at all levels of comprehension.

24.5 selects instructional approaches to remedy deficiencies in reading.

An ABE teacher:

27.5 helps students learn and use the methods and tools of problem solving.

27.5 provides practice activities that reinforce classroom instruction.

30. uses humor in the classroom.

30. formulates instructional objectives and devises a system for involving students in this process.

30. adapts instruction to the background of the adult.

32. applies the democratic process to daily life.

33. is imaginative.

34. selects and develops instructional materials.

35. evaluates her/his teaching effectiveness.

36. evaluates her/his subject matter teaching performance.

37.5 uses the language experience approach to teach reading.

37.5 plans methodology to develop students' communication skills.

39. organizes topics in logical sequence.

41.5 demonstrates handwriting.

41.5 demonstrates procedures for determining the instructional reading level of a student.

41.5 lists the major causes or reading difficulties in adult students.

41.5 performs as a professional consultant and counselor.

44.5 differentiates between goals and objectives.

44.5 demonstrates and gives examples of concepts and principles.

47.5 applies principles of attitude and behavior change.

47.5 prescribes instructional materials which will meet the abilities of the student.

47.5 assists students in making immediate application of what they have learned.

47.5 gives instruction to students to improve word attack and reading comprehension skills.

51. plans learning experiences for students which will improve word recognition and comprehension skills.

An ABE teacher:

51. helps students identify needs and goals.

51. develops and uses a system to keep records for each student.

53. describes characteristics of the adult learner.

55. guides students' learning using personal experiences and observations.

55. applies knowledge of materials and procedures gained from other teachers to improve her/his own teaching.

55. devises techniques to facilitate recall.

57.5 uses the problem-solving approach.

57.5 differentiates between leadership styles.

62. functions in a team teaching situation.

62. uses flexible grouping for teaching.

62. interprets and uses progress charts and other records on students.

62. determines the difficulty, validity and reliability of teacher-made tests.

62. plans instruction to begin at the student's learning level.

62. applies psychological principles to the selection of instructional objectives.

62. administers, selects, and interprets results of tests that will yield necessary data on needs and interests of students.

66. teaches students to form generalizations.

68. writes and uses instructional materials.

68. diagnoses deficiencies in students' basic computational and reading skills.

68. locates, interprets and applies research and new developments to improve teaching.

70. evaluates student progress and provides continuous feedback.

72. selects and uses techniques for particular learning tasks.

72. recognizes learning problems and determines physiological, psychological, and sociological characteristics that may affect motivation.

72. determines modes and rates of learning, through diagnosis.

An ABE teacher:

75. helps the adult student determine personal learning objectives and become a self-directed learner.

75. modifies her/his teaching to accommodate individual and group learner characteristics.

75. constructs audio-visual materials.

****

77.5 classifies oral and silent reading characteristics, including errors, of the adult student.

77.5 integrates knowledge of reading skills and problems with instructional materials.

79. applies knowledge of social, physiological and psychological factors which affect teaching and learning.

80.5 identifies and analyzes terminal behaviors.

80.5 plans independent study effectively with students.

82.5 selects audio-visual materials.

82.5 explains how the democratic process is applied to everyday life.

84. constructs informal reading inventories.

85. teaches the student to use the scientific method.

87. teaches students to interpret data.

87. chooses testing procedures and programs that will yield necessary data on students.

87. develops generalizations supported by facts.

89.5 uses pre-tests and post-tests.

89.5 describes and makes distinctions among the three modalities by which people learn.

91. plans instruction for individual students.

92.5 applies generalizations to specific situations.

92.5 differentiates responsibilities and makes plans that incorporate teacher talents.

94. uses a plan for classroom organization by prescription.

95.5 constructs informal tests and measurement techniques to evaluate student achievement.

An ABE teacher:

95.5 describes the social, psychological and physiological effects of the aging process on learning.

97. plans instructional activities which bring resources of the community to bear on needs of students.

98. selects instructional approaches to remedy deficiencies in computation.

Moderate-to-considerable competence required:

100. conceptualizes and develops methods to evaluate the student, the teacher and the program.

100. develops a system whereby teacher and students can jointly design learning experiences.

100. explains what is individually prescribed instruction.

102. describes the social structure of the local community as it relates to ABE students.

103. describes and explains the factors (physical, psychological, neurological and environmental) which may cause reading problems.

104.5 provides adapted programs for the physically handicapped.

104.5 uses criterion-referenced evaluation instruments.

106. administers and interprets an informal reading inventory and math inventories.

107. applies knowledge of economic and labor market information to the vocational endeavors of students.

108. constructs profiles which reflect pupil attainment, potential, and expectations in reading.

109.5 uses mass media as an educational means.

109.5 explains the problems related to testing the under-educated adult.

Moderate competence required:

111. interprets and uses the results of standardized achievement tests.

112. conducts community surveys for purposes of improving instruction.

113. uses programmed and self-directed materials.

An ABE teacher:

114. coordinates a specific curriculum program with the total program of which it is a part.

115. reproduces the phonemes of a second language.

116.5 interprets the results of vocational interest inventories.

116.5 operates a learning laboratory.

118. assists students in obtaining employment.

119. administers and interprets standardized tests.

120.5 evaluates published adult instructional materials.

120.5 chooses standardized achievement tests.

122. locates standardized tests.

123. makes arrangements for and conducts field trips.

124. purchases equipment and materials.

125. formulates criteria for selecting teachers and lay leaders.

126. prepares new teachers for innovative and changing programs.

127. operates duplicating equipment and instructional hardware.

Attitude - Instructional Process

Considerable competence is required:

1. recognizes the importance of dealing with students as a friend and advisor.

2. believes that adults can learn if motivated and given sufficient time.

3. has an open mind and accepts the ideas of others.

4. develops empathy toward those who live in conditions of poverty.

5. is sensitive to adults' needs for getting information.

6.5 strives in quest of methods, techniques and materials to help students succeed.

6.5 believes that experimentation and innovation are vital to successful program development.

An ABE teacher:

8.5 views program evaluation in terms of the changing needs of students.

8.5 has an accurate perception about the purpose and process of learning.

10.5 believes that negative attitudes toward learning can be changed to positive attitudes through reinforcement.

10.5 believes that the physical characteristics of the environment affect the quality of learning by students.

12. believes that elementary level literacy materials can be successfully taught to adults if made relevant to their life style.

13. appreciates the need to adjust the rate of instruction to the student's rate of learning.

****

14. believes that determination of instructional goals and objectives is the responsibility of both teacher and learner.

15. believes in the effectiveness of group energy and group action and its special relevance for adults.

16. recognizes phonetic and structural differences between the native (first) and second language, and their implications for teaching a second language to adults.

17. enjoys a challenge and is willing to try novel or unique strategies in broadening horizons of students.

Moderate competence required:

18. is sensitive to ethnic differences.

19. believes that before "middle class" attitudes and values can be accepted the learner's living conditions must also be changed.

PRIORITIES INDICATED AMONG GROUPS OF COMPETENCIES

Although the competencies within each of the twelve groups were ranked according to the rating they received, there is a further indication of priorities among the groups.

For example, the group of competencies labeled "Attitude-Curriculum" was ranked the highest (by mean scores) by the total respondents of any of the twelve groups. The group labeled "Behavior-Scope and Goal of Adult Education" received the lowest priority ranking as a total group. There were a few differences between teachers and administrators which may be of interest.

Table II lists the twelve groups in ranked order, beginning with the group which received the highest priority. Separate lists are shown for 1) the total number of respondents; 2) teachers and 3) administrators. The level at which a specific group is listed in the chart indicates its relative degree of priority. Actual mean scores appear in the left margin. A correct interpretation of the chart reveals (as an example) that the group "Knowledge-Curriculum" was ranked as the fourth highest priority of administrators and the sixth highest teacher priority. However, both of these groups appear at the same level on the chart, indicating that the overall mean rating was approximately the same for both teachers and administrators.

TABLE II: COMPARATIVE RANKED ORDER OF GROUP COMPETENCIES

	Total Respondents	Teachers	Administrators
4.60-			
4.58-		Attitude-Adult Ed.	
4.56-			
4.54-			
4.52-			
4.50-	Attitude-Curriculum	Attitude-Curriculum	Attitude-ABE Learner
4.48-	Attitude-Adult Ed.		Attitude-Curriculum
4.46-	Attitude-ABE Learner	Attitude-ABE Learner	
4.44-			
4.42-			
4.40-			Attitude-Adult Ed.
4.38-			
4.36-			
4.34-		Attitude-Instruction	
4.32-		Behavior-Curriculum	
4.30-	Knowledge-Curriculum	Knowledge-Curriculum	Knowledge-Curriculum
4.28-			
4.26-	Attitude-Instruction		
4.24-	Knowledge-ABE Learner	Knowledge-Instruction	Knowledge-ABE Learner
4.22-	Knowledge-Instruction	Knowledge-ABE Learner	Knowledge-Instruction
4.20-	Behavior-Curriculum	Behavior-ABE Learner	Attitude-Instruction
4.18-	Behavior-Instruction	Behavior-Instruction	Knowledge-Adult Ed.
4.16-	Knowledge-Adult Ed.		
4.14-	Behavior-ABE Learner		Behavior-Instruction
4.12-			
4.10-			
4.08-		Knowledge-Adult Ed.	Behavior-ABE Learner
4.06-		Behavior-Adult Ed.	Behavior-Curriculum
4.04-			Behavior-Adult Ed.
4.02-	Behavior-Adult Ed.		

DISCUSSION

DEMOGRAPHIC DATA

The teachers and administrators surveyed, as a group, are quite experienced in Adult Basic Education, and have had extensive academic preparation. This is a very positive characteristic, especially when one considers that at least 80% of the group are employed only part-time in ABE.

About two-thirds of the teachers who responded have full-time teaching positions in addition to their ABE teaching. The majority of these teach at the elementary level; and none who responded teaches adults (university level) as a full-time occupation.

Since most of the teachers work full-time with children, ABE teacher training may be most relevant and effective if it focuses on the "adult" aspect of ABE more than the "basic education" aspect. Stated in another way, it can be assumed that this group of experienced and educated teachers has had considerable preparation in the skill and content areas encompassed by ABE. They deal with basic skills and concepts in their daily teaching. However, such knowledge and experience should be expanded and supplemented by knowledge about the adult learner, familiarity with materials appropriate for adults, and skill in using methods and techniques most appropriate for adult basic education.

Only a small percentage of the administrator population holds full-time teaching positions. This could be an indicator that they are not able to maintain close contact with day-to-day teacher/learner concerns. Their perceptions about what teachers should know and do are likely, therefore, to be quite different from teachers' perceptions of their own needs.

This notion is strongly supported by the evidence that, in this study, administrators often ranked desirable teacher competencies in a priority order which was significantly different from that which the teachers perceived to be the order of priority.

The administrator population surveyed has had much more recent training in ABE than the majority of teachers. More than half of the program directors had participated in some training activity within the preceding six months. However, three-fourths of the teachers responded that their last attendance at a training activity was more than a year previously or that they had never received any ABE training. Obviously, there is a need for more training opportunities at the teacher level.

The fact that no teacher had attended a university course for ABE training may be due to any of several factors. There may not be courses offered in a location accessible to teachers; courses which are offered may be designed for administrators rather than teachers; or part-time teachers may not consider it worthwhile or feasible to take a university course related only to their part-time job.

RANK ORDER OF COMPETENCIES

As indicated earlier, the rank order lists of competencies established by teachers are quite different from those established by administrators. Based on the description of the teacher and administrator population surveyed, as well as results of the national competency study[4] and the researcher's own background in ABE teaching and teacher training, we have chosen to

---

[4]Mocker, 1974

discuss the teachers' list and make recommendations based on it. We feel that it more accurately reflects the perceptions, needs and interests of the ABE teacher population.

The reader should be reminded at this point that the present study should not be considered as a needs assessment. We did not ask teachers to indicate the competencies for which they need training; but, rather, to indicate which competencies they felt were most desirable for an ABE teacher to possess.

The rank order listing of competencies in each of the twelve groups should be interpreted, therefore, as A LISTING, IN PRIORITY ORDER, OF BEHAVIORS, KNOWLEDGES AND ATTITUDES APPROPRIATE FOR ADULT BASIC EDUCATION TEACHERS IN PUERTO RICO.

TEACHER'S ORDER OF PRIORITY

Each of the twelve groups will be discussed briefly, noting trends and any specific statements which should be examined.

Knowledge - Curriculum

The order of priority established within this group indicates an emphasis on knowledge of language and reading skills, as well as thorough knowledge of whatever subject matter the teacher deals with. Knowledge of mathematics is of less priority. The statement "has knowledge of the principles of penmanship" was ranked much higher (6) by teachers in Puerto Rico than by the national sample (18). This leads the researcher to question whether ABE teachers in Puerto Rico actually find it necessary to to teach a lot of handwriting to many students, or if this emphasis could be a carry-over from thier experience in elementary school teaching.

Behavior - Curriculum

The rank order in this group indicates that teachers perceive their role regarding curriculum as that of the "translator", selecting from already developed curriculum that which is appropriate for instruction of their own students. This appears to be an accurate reflection of the ABE organizational structure in Puerto Rico, which employs specialized personnel for curriculum development, leaving teachers free to deal with instructional concerns.

Attitude - Curriculum

The rank order of this small group is not as important as the fact that all of the competencies within the group are considered to be of high priority ("considerable" competency required). This is consistently true for every group which reflects attitudes.

Knowledge - ABE Learner

This group reflects a general focus which is almost the reverse of the national study. The national sample generally placed higher emphasis on items describing effects of discrimination, impact of prior educational experience and social and cultural forces that effect the student. Evidently this emphasis reflects a social/educational climate which is not the case in Puerto Rico. Instead, high-priority items for Puerto Rico include knowledge of developmental tasks of adulthood, principles of adult learning and motivational factors.

Behavior - ABE Learner

As in the previous group, the priority order establsihed for this group reflects a greater interest in relating to the learner as an individual person, rather than identifying and analyzing social character-

istics, community agencies or subcultures.

Attitude - ABE Learner

The highest priority in this group was given to the acceptance of the fact that there are differences between children and adults as learners. This is apparently considered high priority because so many of the teachers work full-time with children, and have thus become aware of the differences in learners. This is certainly a positive note, considering that their ABE employment is only part-time. Other priorities within this group reflect a positive attitude towards the individual learner.

Knowledge - Scope and Goal of Adult Education

ABE teachers in Puerto Rico generally consider to be of low priority knowledge about the historical, financial and legislative background of ABE. They consider it more important to know about theory and practice in adult education and program development, as well as the philosophical bases and issues of adult education.

There appears to be an inconsistency in that "knowledge of new developments and recent recommendations in adult education" received a rather low priority rating (13), although the researcher would interpret this statement to be directly related to "theory and practice of teaching in adult education", which was designated as having highest priority within this group.

Behavior - Scope and Goal of Adult Education

High priority concerns in this group focus on differences between teaching children and adults (consistent with an earlier observation), and understanding of differences and similarities among general education,

adult basic education, continuing education and vocational education. Low priority items indicate that teachers are less concerned with national, state and local plans, objectives or agencies, legislation or research.

A specific item to be noted here is the competency statement: "explains the theories which relate to the andragogical model." It is apparent from this study, as well as the national study, that the term "andragogical" is not familiar to many teachers. We might have observed a higher priority rating of this item if there had been an explanation that "andragogy" is a parallel term to "pedagogy", describing the function of teaching adults rather than teaching children.

Attitude - Scope and Goal of Adult Education

As was noted previously, all of the competency statements related to attitudes are considered to be of considerable importance to teachers. In this case, attitudes of highest priority are those which describe the teacher's role within the larger society, as a responsible citizen and leader of her/his profession.

The statement which received the lowest priority rating in this category was also rated very low by the national sample. This leads us to believe that ABE teachers reject the narrowly defined goal of achieving an eighth grade reading proficiency.

Knowledge- Instructional Process

The competency of highest priority in this group is familiarity with the materials used in the ABE program. Coupled with the low priority statement of instructional materials development and selection, this probably reflects a unique aspect of the organizational structure of ABE

in Puerto Rico. The development and selection of materials is largely a function of the curriculum specialists in the Department of Public Instruction. Since materials are developed and/or selected by persons other than teachers, the teachers perceive their responsibilities as becoming familiar with those pre-selected, pre-developed materials. The researcher questions whether this arrangement is most desirable, based on past experience which indicates that teachers can work better with materials which they have selected or developed to suit their own teaching style and students' learning styles. Public school education has traditionally pre-selected curriculum and materials for teachers, with the frequent result that teachers feel limited and regimented in teaching.

Other priority ratings in this group indicate that teachers are more concerned with principles, methods and techniques of teaching than with testing and evaluation, group dynamics or sociological and employment concerns of students.

Behavior - Instructional Process

This group of statements is very large and diverse, because it best describes what teachers <u>do</u> in the process of teaching.

The highest ranked statements seem to have a direct relationship to the fact that most of the teachers work full-time in public education. Items such as making daily lesson plans and maintaining order, discipline and attention in the classroom do not seem to be of great concern to those teachers who responded to the national study, nor to this researcher. Placing emphasis on these public school carry-overs does not reflect much understanding of the differences between adults and

children as learners, or the flexibility necessary within an ABE program.

The next highest priority ratings would seem to balance out those mentioned above. High priority is given to relating to the adult learner and developing within her/him a sense of confidence and accomplishment.

Other high priority items reflect an understanding of the necessity for relating what is taught to needs and characteristics of the individual student, selecting appropriate instructional approaches, and helping students learn to use problem-solving methods.

Lower priority was assigned to items which involve diagnosing; testing; evaluating student needs and progress; functioning in relationship with other teachers; constructing tests and materials.

Items of lowest priority describe activities such as operating audio-visual equipment, purchasing equipment or materials, selecting or administering standardized tests, or assisting students with employment concerns.

An apparent trend indicated in this group is of concern to the researcher. Are the low-priority ratings of all items regarding testing or evaluation an indication that unsufficient measurement or diagnosis of students is taking place, or that someone other than the teacher is doing it? In either case, I would hope that teachers have a good understanding of the value of testing for diagnostic or evaluative purposes, the types of measuring systems and instruments, how to administer tests, and how to interpret and use the results of such measurement.

Attitude - Instructional Process

High priority within this group was given to items which reflect positive attitudes toward the adult learner, and an awareness of her/his capabilities and needs.

Lowest priority was given to statements regarding sensitivity to ethnic differences and social/economic characteristics of students. This is consistent with earlier observations about the apparent social climate in Puerto Rico, which does not represent the diversity and complex structure of the continental United States.

There is some indication that the teachers who responded to this survey probably prefer a teacher-centered style of classroom interaction to group-centered, student-centered or mutual interaction between teacher and student. Teachers generally believe that goals and objectives should be determined by teachers rather than a joint teacher/student effort. Group action and its relevance for adults is considered to be of low priority, as is a willingness to try novel or unique strategies. Interpreted in the light of previous responses, this leads the researcher to suspect a strong influence of public school, teacher-centered instruction, which is usually not appropriate in Adult Basic Education.

ADMINISTRATORS' ORDER OF PRIORITY

Discussion of this section will be brief, but will focus on a significant result of the study. When the national study was conducted, analysis of the data revealed a sufficiently high correlation between the rank order established by teachers and that established by administrators, to consider the total group of respondents as a total population.

This is <u>not</u> the case with the Puerto Rico population surveyed. With a few exceptions, the rank order of competencies varied so greatly between

these two groups (teachers and administrators) as to raise a question about whose perception of appropriate teacher competencies is "accurate".

This researcher made the decision to consider the teachers' ranking to provide the better guideline, as reported earlier.

The priority order established by administrators is listed in Appendix C. It would be very worthwhile for staff development personnel to take the time to compare it point by point with the teachers' rank order, to determine points of difference. From the researcher's point of view, there appears to be a great lack of knowledge or understanding on the part of program administrators as to what ABE teacheres actually do, or should do.

This has serious implications for training activities. If program administrators make the decisions regarding content and format of teacher training activities, they will approach teacher needs from their own perception, which is obviously different from that of teachers.

If, however, training activities are centrally planned by the ABE staff development personnel within the Department of Public Instruction, some provision should be made for better communication between administrators and teachers regarding desirable teacher competencies.

COMPARATIVE RANKED ORDER OF GROUPS OF COMPETENCIES

With one exception, all of the groups of competency statements which reflected desirable attitudes were given the highest priority by both teachers and administrators. Table II shows that this is true for the three groups: Attitude - Adult Education, Attitude - Curriculum and Attitude - ABE Learner. Although teachers also rated the group "Attitude - Instruction" higher than all other non-attitude statements, administrators rated it lower.

Again, this is likely to be a function of the administrators' perception of the teacher. Even within the attitude groups, "Attitude - Adult Education" was rated of much higher priority by teachers than administrators.

On the whole, "knowledges" were of second greatest priority, and "behaviors" of lowest priority. One exception is to be noted for teachers. The group "Knowledge - Adult Education" fell close to the bottom of the list, while administrators ranked it higher.

RECOMMENDATIONS

In making recommendations based on the study, I will refer to the specific purposes of the study, as stated on page 2.

Data resulting from the study is intended to be used:

1. by trainers and planners of ABE staff training activities, to plan inservice programs which will meet perceived needs;

2. by universities and other educational institutions, to develop courses appropriate for ABE teachers;

3. by local program directors and regional supervisors, so that they have an understanding of teachers' perceptions of needs.

The following recommendations are in order:

1. Trainers and planners of ABE staff training activities, in planning inservice programs, should consider the following:

   A. The researcher belives that the ranked knowledges, behaviors and attitudes do provide a set of priorities for establishing criteria for curriculum planning in training ABE teachers. However, the priority list established by <u>teachers</u> should be used in preference to that established by administrators.

   B. More frequent training activities should be provided for all ABE teachers. This is not an easy task, particularly when the majority of teachers are employed only part-time in ABE. Possible solutions are frequent short-term (evening or one day weekend) workshops or seminars provided at the local level, at a physical location and time slot which is most accessible to teachers. Training activities which are centralized in San Juan must, by their very nature, exclude most of the part-time ABE teachers.

   C. Now that a priority order of appropriate competencies has been established, the next step should be an assessment of the competencies which teachers actually do or do not possess. The results of such

an assessment, compared with the priorities established through this study, will yield specific data which will help staff development planners to provide the specific types of training needed by teachers.

D. With reference to the focus of training activities, the development of appropriate attitudes should be considered of highest priority, with knowledges and behaviors of lesser priority, respectively. It is easiest, of course, to plan training that will transmit knowledge or train teachers in specialized behaviors. However, efforts must be made continually to deal with attitude development or attitudinal changes.

2. Planners of teacher preparation courses in colleges and universities should consider the following:

A. The ranked list of knowledges, behaviors and attitudes, as established by teachers, does provide a set of critiera for planning appropriate university courses.

B. The availability of university courses which are appropriate for ABE teachers would increase training opportunities throughout the island, bringing training within reach of decentralized teachers.

C. University courses traditionally have not been a very viable means of training for many teachers. There needs to be greater flexibility of class attendance requirements, as well as practical activities which relate theory to everyday classroom activities. Part-time ABE teachers often teach in the evenings, and cannot attend regular classes on a university campus. They also need to be able to make practical application of what they are learning to what they are doing. They can't afford the leisure of long-term study.

D. Perhaps courses can be brought to the teacher instead of the teacher going to the training faciltiy. A university could sponsor an off-campus course which meets in an area where ABE teachers work, and meets at regular or irregular intervals, as convenient for teachers. Another optional format is that of supervised, independent study with occassional meeting of teachers for informal discussion.

3. Local program directors and regional supervisors do need to better understand the teachers' perception of desirable teacher competencies. The study gave evidence of a significant gap in the administrators' and teachers' perceptions of teacher competencies.

   A. Program directors should carefully examine the two lists of competencies ranked in priority order, one list established by themselves, and the other by teachers.

   B. If appropriate, local teachers and program directors should meet together, perhaps with staff development personnel as "mediators", to discuss differences of understanding. There should be no "right" or "wrong" issues in such a meeting; no notion of confrontation.

   C. Staff development personnel in the Department of Public Instruction should take responsibility for facilitating such a meeting. They can also provide specialized training for program directors, to familiarize them with what ABE teachers actually know and do and feel.(The knowledges, behaviors, and attitudes appropriate for ABE teachers).

Further discussion will take place during a meeting scheduled for Monday, September 30, 1974, in San Juan, Puerto Rico. The researcher will meet at that time with Puerto Rico staff development personnel and Region II staff development personnel, to discuss the present report.

APPENDICES

APPENDIX A

INVENTARIO DE COMPETENCIA PARA MAESTROS DE EDUCACION BASICA PARA ADULTOS

(Adult Basic Education Teacher Competency Inventory)

Preparado Por

Donald W. Mocker

Center for Resource Development in Adult Education

University of Missouri - Kansas City

(Este material no ha sido publicado y se prohibe su reproducción sin el permiso del autor. Esta traducción del Inventario no es una traducción exacta del original. Ha sido cambiado específicamente para administrarse en Puerto Rico).

abril de 1974.

INVENTARIO DE COMPETENCIA
PARA MAESTROS DE
EDUCACION BASICA PARA ADULTOS

(Adult Basic Education)
Puerto Rico

Nombre (en letra de molde)_____

Distrito _____ Región _____ Ciudad o Pueblo _____

Sexo: _____ Hembra

_____ Varón

Años de experiencia como maestro(a) de Educación Básica para Adultos (EBPA)

_____ Menos de un año

_____ 1 año _____ 3 años _____ 5 años

_____ 2 años _____ 4 años _____ más de 5 años

Preparación académica (marque el nivel que usted haya realizado) :

_____diploma de escuela superior o equivalente _____ grado de bachiller (4 años)

_____grado asociado (2 años en la universidad) _____grado de maestría (M.A., M.S.)

_____ grado de doctor (Ph. D., Ed. D.)

La última vez que he asistido a un programa de adiestramiento para maestros de adultos (EBPA) fue :

_____hace menos de seis meses _____ hace más de un año

_____durante el año pasado (Hace más de seis meses)

_____nunca he asistido a ningún programa de adiestramiento para maestros de adultos (EBPA)

Los programas de adiestramiento para maestros a los cuales he asistido incluyen :

_____seminario _____un curso en la universidad

_____conferencia _____otro (explique) _____

_____taller _____

_____Instituto

Mi trabajo en EBPA es _____parte del tiempo _____tiempo completo

Si su trabajo de tiempo completo es de maestro(a), pero no de EBPA, indique el nivel que usted enseña : _____kindergarten _____ secundaria

_____elemental _____universidad

INVENTARIO DE COMPETENCIAS PARA
MAESTROS DE EDUCACION BASICA PARA ADULTOS

Instrucciones : Las siguientes páginas presentan una lista de conocimientos y habilidades que pueden ser de importancia para maestros de adultos (EBPA). Después de cada frase haga un círculo alrededor del número (1-2-3-4-5) que mejor indique el grado de importancia que usted dé a la habilidad. No es necesario que usted posea la habilidad, sino que indique si usted cree que la debe tener un maestro de EBPA.

1. Un maestro de EBPA no requiere ninguna competencia en esta actividad.
2. Un maestro de EBPA requiere poca competencia en esta actividad.
3. Un maestro de EBPA requiere competencia regular en esta actividad.
4. Un maestro de EBPA requiere bastante competencia en esta actividad.
5. Un maestro de EBPA requiere competencia completa en esta actividad.

No se detenga demasiado en un item. Conteste todos los items. No hay respuestas correctas ni incorrectas. Lo que importa es la opinión de usted. Recuerde que no es necesario que usted posea la habilidad.

He aquí un ejemplo :

1. Un maestro de EBPA tiene la habilidad de administrar un inventario informal de lectura. 1 2 3 4 (5)

En este ejemplo hay un círculo alrededor del número "5" porque se creyó que era necesario una habilidad completa. Si hubiese un círculo alrededor del número "1", sería porque el maestro creyó que no era necesario ninguna habilidad.

Haga un círculo alrededor del número que mejor represente su opinión. A veces, ninguna respuesta la representará exactamente, pero escoja la respuesta más apropiada. Algunas veces puede ser difícil hacer una decisión, pero hágala lo mejor posible, y por favor, no omita ninguna respuesta.

INVENTARIO DE COMPETENCIA
PARA MAESTROS
DE EDUCACION BASICA PARA ADULTOS

Currículo

	no/ninguna	poca	regular	bastante	completa
Un maestro de EBPA					
1. conoce las destrezas elementales de comprensión	1	2	3	4	5
2. conoce las destrezas prácticas de la aritmética.	1	2	3	4	5
3. tiene conocimientos de las tareas para el desarrollo del adulto.	1	2	3	4	5
4. conoce las destrezas para el desarrollo de vocabulario en los estudiantes de EBPA.	1	2	3	4	5
5. conoce los componentes fonéticos.	1	2	3	4	5
6. tiene conocimientos sobre las destrezas necesarias para el adulto relacionadas con la vida en familia y educación al consumidor.	1	2	3	4	5
7. conoce listas de palabra de lectura funcional.	1	2	3	4	5
8. conoce los principios de la caligrafía.	1	2	3	4	5
9. conoce la secuencia de destrezas de lectura.	1	2	3	4	5
10. puede reconocer los conceptos esenciales de una materia para un estudiante adulto.	1	2	3	4	5
11. puede identificar los temas principales, las características y los conceptos de una materia.	1	2	3	4	5
12. conoce los elementos de contenido necesarios para la enseñanza de lectura.	1	2	3	4	5
13. conoce los conceptos básicos del currículo de la aritmética desde el primer nivel hasta la escuela secundaria.	1	2	3	4	5
14. conoce las destrezas aritméticas y matemáticas (incluso la de solución de problemas).	1	2	3	4	5

Un maestro de EBPA

	no/ninguna	poca	regular	bastante	completa
15. tiene conocimientos de los conceptos fundamentales de la matemática tradicional y la moderna.	1	2	3	4	5
16. tiene conocimiento de las artes del lenguaje - leer, escribir, hablar y escuchar.	1	2	3	4	5
17. conoce las destrezas de convivencia que necesita un individuo para relacionarse efectivamente con su familia y su comunidad.	1	2	3	4	5
18. sabe que la matemática se aprende por etapas; cada destreza es esencial a la que sigue.	1	2	3	4	5
19. ayuda al estudiante a controlarse y a adaptarse a los cambios.	1	2	3	4	5
20. demuestra habilidad para conservar su salud física y mental.	1	2	3	4	5
21. interpreta y usa un diseño funcional para el desarrollo curricular, apropiado para la selección, producción y evaluación de los programas de enseñanza.	1	2	3	4	5
22. desglosa la materia de enseñanza en las partes que la componen.	1	2	3	4	5
23. organiza un plan de instrucción que demuestra secuencia lógica, continuidad e integración.	1	2	3	4	5
24. demuestra tener destreza en los procesos de lectura, escritura, aritmética y otras áreas básicas del currículo de EBPA.	1	2	3	4	5
25. adapta el currículo de acuerdo a las necesidades de los estudiantes adultos.	1	2	3	4	5
26. identifica el proceso de desarrollo curricular y la correlación entre el currículo, las actividades de aprendizaje, los objetivos de enseñanza y las tareas terminales.	1	2	3	4	5

Un maestro de EBPA

	no/ninguna	poca	regular	bastante	completa
27. conoce el contenido de una materia en términos de los objetivos del estudiante.	1	2	3	4	5
28. está consciente del valor de la materia que enseña	1	2	3	4	5
29. se compromete a mantenerse al corriente de los nuevos desarrollos en las áreas de contenido	1	2	3	4	5
30. reconoce que la enseñanza de matemáticas incluye la enseñanza de lectura y desarrollo de vocabulario.	1	2	3	4	5
31. reconoce la importancia de las destrezas sociales de la vida diaria (educación al consumidor, salud, nutrición, gobierno y conservación).	1	2	3	4	5

El estudiante

Un maestro de EBPA:	no/ninguna	poco	regular	bastante	completa
1. conoce los principios del aprendizaje y su aplicación al estudiante adulto.	1	2	3	4	5
2. conoce el trasfonde de experiencias de los estudiantes.	1	2	3	4	5
3. conoce las fuerzas culturales y sociales que influyen con el proceso de aprendizaje del adulto.	1	2	3	4	5
4. tiene conocimientos sobre los diferentes grupos étnicos y en desventaja económica.	1	2	3	4	5
5. tiene conocimientos de los problemas psicológicos del estudiante adulto.	1	2	3	4	5
6. tiene conocimientos en torno a los cambios que ocurren en el proceso de desarrollo psicológico mental y social.	1	2	3	4	5
7. conoce las motivaciones de los adultos para participar en programas de educación básica.	1	2	3	4	5
8. sabe que existen tareas necesarias para el desarrollo del adulto.	1	2	3	4	5
9. tiene conocimiento del impacto de las experiencias vicarias y los fracasos en el adulto subeducado.	1	2	3	4	5
10. conoce los efectos de la discriminación en el concepto del yo del estudiante.	1	2	3	4	5
11. busca las razones por las cuales los estudiantes tienen bajos conceptos de sí mismos.	1	2	3	4	5
12. motiva los estudiantes.	1	2	3	4	5
13. identifica los grupos sociales informales del estudiante.	1	2	3	4	5
14. analiza las formas en que el ambiente condiciona la vida del estudiante.	1	2	3	4	5
15. interpreta las características sociales del adulto subeducado.	1	2	3	4	5

	no/ninguna	poca	regular	bastante	completa
16. identifica los niveles de aspiración y desesperación de los estudiantes.	1	2	3	4	5
17. determina la base para el respeto mutuo entre maestro y estudiante.	1	2	3	4	5
18. reconoce las diferencias individuales físicas.	1	2	3	4	5
19. utiliza sociogramas.	1	2	3	4	5
20. identifica señales índice de deterioración física.	1	2	3	4	5
21. analiza la influencia que ejercen las subculturas en la vida de los individuos.	1	2	3	4	5
22. descubre y desarrolla habilidades potenciales.	1	2	3	4	5
23. Se identifica con las diferencias de las personas.	1	2	3	4	5
24. eleva el concepto del yo (apreciación propia) de los estudiantes.	1	2	3	4	5
25. identifica las diferencias individuales de los estudiantes.	1	2	3	4	5
26. enumera las agencias sociales, educativas y de entrenamiento de la comunidad que se especializan en adultos y puede señalar las funciones de cada una de ellas.	1	2	3	4	5
27. describe las características sociales y emocionales, al igual que las habilidades intelectuales y físicas, de los adultos subeducados.	1	2	3	4	5
28. cree que existe el potencial de desarrollo en la mayoría de las personas.	1	2	3	4	5
29. cree en la libertad de pensamiento y de expresión.	1	2	3	4	5
30. se da cuenta de que el sistema de vida del estudiante tiene sus méritos.	1	2	3	4	5

	no/ninguna	poca	regular	bastante	completa
31. no teme a los estudiantes que provienen de niveles socioculturales diferentes al suyo.	1	2	3	4	5
32. está comprometido a ayudar a los adultos a asumir y desempeñar nuevos papeles en la sociedad.	1	2	3	4	5
33. se inspira con las necesidades de los estudiantes.	1	2	3	4	5
34. conoce las diferencias de niveles socio-culturales y de experiencias que existen entre sus estudiantes y reconoce sus limitaciones.	1	2	3	4	5
35. acepta la importancia de reconocer las diferencias individuales	1	2	3	4	5
36. no sobre-generaliza ni enmarca a los estudiantes en moldes sociales predeterminados.	1	2	3	4	5
37. acepta el hecho de que hay diferencias entre los niños y los adultos para aprender.	1	2	3	4	5

Alcances y metas de la enseñanza para adultos

1. tiene conocimientos de la teoría y práctica para el desarrollo de un programa.	1	2	3	4	5
2. tiene conocimientos de la teoría y la práctica para la enseñanza de adultos.	1	2	3	4	5
3. conoce las bases filosóficas y los puntos principales de la enseñanza para adultos.	1	2	3	4	5
4. conoce la organización institucional para la enseñanza de adultos	1	2	3	4	5
5. conoce la estructura social y las características de la comunidad.	1	2	3	4	5
6. tiene conocimientos del enfoque de desarrollo de la comunidad mediante la educación de adultos.	1	2	3	4	5
7. tiene conocimientos de nuevos enfoques y recomendaciones recientes para la enseñanza de adultos.	1	2	3	4	5
8. tiene conocimientos del enfoque histórico y del contemporáneo hacia el analfabetismo.	1	2	3	4	5
9. tiene conocimientos de la sociología para la enseñanza de adultos.	1	2	3	4	5

Un maestro de EBPA:	no/ningu	poco	regular	bastante	completa
10. conoce las agencias e instituciones que se encuentran en la comunidad.	1	2	3	4	5
11. tiene conocimientos de la naturaleza de la legislación relacionada con la educación básica para adultos.	1	2	3	4	5
12. tiene conocimientos de la estructura histórica de los fundamentos socio-culturales de la enseñanza de adultos.	1	2	3	4	5
13. tiene conocimientos en torno a: financiamiento de la educación básica para adultos.	1	2	3	4	5
14. conoce el sistema de reclutamiento de adultos subeducados para el Programa de EBPA.	1	2	3	4	5
15. tiene conocimientos de la naturaleza del problema del analfabetismo en Puerto Rico.	1	2	3	4	5
16. tiene conocimientos sobre el auge que ha tomado la educación de adultos como una institución marginal.	1	2	3	4	5
17. explica la diferencia entre la enseñanza de niños y la enseñanza de adultos.	1	2	3	4	5
18. explica las semejanzas y las diferencias entre la enseñanza académica y la enseñanza vocacional o de un oficio.	1	2	3	4	5
19. explica las metas de la enseñanza académica.	1	2	3	4	5
20. organiza y utiliza los servicios de los comités locales de educación básica para adultos.	1	2	3	4	5
21. explica las teorías relacionadas con el modelo andragógico.	1	2	3	4	5
22. emplea las técnicas de relaciones públicas.	1	2	3	4	5
23. interpreta los fundamentos de la educación básica para adultos.	1	2	3	4	5
24. identifica los temas controversiales sobre la enseñanza de adultos.	1	2	3	4	5
25. utiliza el concepto de educación continuada para mejorar su propia competencia profesional.	1	2	3	4	5
26. interpreta los esfuerzos que se realizan para promover la legislación que hace posible la educación básica para adultos.	1	2	3	4	5

Un maestro de EBPA

	no/ninguna	poco	regular	bastante	completa
27. interpreta, evalúa, utiliza, planea y conduce investigaciones pertinentes sobre la enseñanza de adultos.	1	2	3	4	5
28. interpreta las metas de la enseñanza para adultos al nivel nacional, estatal, y local.	1	2	3	4	5
29. utiliza los servicios de agencias estatales y locales responsables de la enseñanza para adultos.	1	2	3	4	5
30. utiliza información adquirida de revistas, organizaciones y asociaciones profesionales.	1	2	3	4	5
31. identifica los problemas y principios de administración en la enseñanza de adultos.	1	2	3	4	5
32. explica los procesos que rigen el cambio en un grupo o una comunidad.	1	2	3	4	5
33. explica el programa de educación básica para adultos a otros maestros y a la comunidad.	1	2	3	4	5
34. conoce la estructura de la comunidad.	1	2	3	4	5
35. identifica las semejanzas y diferencias entre dos o más filosoffas pedagógicas.	1	2	3	4	5
36. identifica la base filosófica de la enseñanza para adultos e interpreta sus varias facetas en la sociedad puertorriqueña.	1	2	3	4	5
37. explica cuán liberal puede ser la educación y como puede aplicarse a la educación básica para adultos.	1	2	3	4	5
38. asume responsabilidades para dirigir actividades cívicas en la comunidad.	1	2	3	4	5
39. enumera las razones principales para integrar la lectura en el programa total de educación básica para adultos.	1	2	3	4	5
40. se siente comprometido con el programa de educación de adultos.	1	2	3	4	5
41. cree que la innovación y la experimentación son necesarias para el desarrollo de la educación de adultos.	1	2	3	4	5
42. desea ser un líder responsable en su profesión.	1	2	3	4	5
43. cree en la ciudadanía responsable.	1	2	3	4	5

Un maestro de EBPA:	no/ninguna	poco	regular	bastante	completa
44. se siente obligado a mantenerse en un continuo proceso de aprendizaje.	1	2	3	4	5
45. ha aceptado un sistema de valores morales para la enseñanza de adultos.	1	2	3	4	5
46. confía en su habilidad como maestro (a).	1	2	3	4	5
47. reconoce que la meta final de la enseñanza de lectura a estudiantes de EBPA es que pueda leer a un nivel de comprensión de octavo grado, aproximadamente.	1	2	3	4	5
48. acepta responsabilidad por acciones suyas que puedan afectar la salud de otros.	1	2	3	4	5

El proceso de enseñanza

Un maestro de EBPA:	no/ninguna	poca	regular	bastante	completa
1. conoce las técnicas para la medición y evaluación de los adultos.	1	2	3	4	5
2. tiene conocimientos sobre dinámica de grupos y técnicas de liderazgo.	1	2	3	4	5
3. conoce los criterios para la selección de materiales que se utilizan para la evaluación de adultos.	1	2	3	4	5
4. conoce los dominios de los objetivos operacionales cognoscitivo, asicomotor y afectivo.	1	2	3	4	5
5. tiene conocimiento de los principios de lógica bajo los cuales se desarrollan, seleccionan y utilizan los materiales de instrucción.	1	2	3	4	5
6. conoce los materiales y métodos para atender cada tipo de deficiencia de lectura.	1	2	3	4	5
7. tiene conocimiento sobre la razón para el uso del enfoque lingüístico y de reconocimiento de palabras para la enseñanza de lectura.	1	2	3	4	5
8. conoce los medios para evaluar los objetivos generales y específicos.	1	2	3	4	5
9. tiene conocimientos sobre las posibles limitaciones de los no lectores.	1	2	3	4	5
10. conoce las técnicas de lectura remediativa.	1	2	3	4	5
11. puede reconocer los conceptos de la asignatura que son esenciales para el estudiante adultos.	1	2	3	4	5
12. conoce los principios para la enseñanza de adultos.	1	2	3	4	5
13. conoce los factores psicológicos que afectan el aprendizaje.	1	2	3	4	5
14. conoce las etapas de aprendizaje.	1	2	3	4	5
15. tiene conocimiento sobre el diseño de una situación de aprendizaje efectiva.	1	2	3	4	5

Un maestro de EBPA	no/ninguna	poca	regular	bastante	completa
16. conoce las áreas donde pueden aplicarse las destrezas que está enseñando.	1	2	3	4	5
17 conoce las agencias de la comunidad que pueden ayudar a sus estudiantes.	1	2	3	4	5
18. tiene conocimiento de la secuencia para la enseñanza de destrezas para el enriquecimiento del vocabulario.	1	2	3	4	5
19. conoce los materiales que se usan en el Programa de Educación Básica y aquellos que se usan con más frecuencia.	1	2	3	4	5
20. conoce los métodos y materiales para enseñar matemáticas a los adultos.	1	2	3	4	5
21. tiene conocimiento sobre el mercado económico y de empleo.	1	2	3	4	5
22. conoce los métodos y materiales para enseñar las artes del lenguaje a los adultos.	1	2	3	4	5
23. conoce los problemas sociológicos de los adultos.	1	2	3	4	5
24. tiene conocimiento sobre las ansiedades para aprender especialmente las que son características de las mujeres y otros grupos.	1	2	3	4	5
25. conoce la técnica para la redacción de objetivos en términos de conducta observable.	1	2	3	4	5
26. conoce los principios básicos y las técnicas de los procesos de grupo.	1	2	3	4	5
27. conoce las razones que tiene el adulto para participar en programas educativos.	1	2	3	4	5
28. actúa como un consultor o consejero profesional.	1	2	3	4	5
29. aplica los principios relacionados con cambios de actitud y conducta.	1	2	3	4	5
30. dirige y aconseja a los estudiantes adultos.	1	2	3	4	5
31. coordina y supervisa las actividades del salón de clases.	1	2	3	4	5

Un maestro de EBPA:	no/ninguna	poca	regular	bastante	completa
32. puede funcionar en una situación de enseñanza por equipo.	1	2	3	4	5
33. usa la agrupación flexible para la enseñanza.	1	2	3	4	5
34. mantiene disciplina en el salón de clases.	1	2	3	4	5
35. mantiene atención en el salón de clases.	1	2	3	4	5
36. mantiene un salón limpio y ordenado.	1	2	3	4	5
37. desarrolla y usa un sistema para llevar un historial a cada estudiante.	1	2	3	4	5
38. desarrolla un clima de estímulo para la participación.	1	2	3	4	5
39. usa un plan para organizar el salón de clases por prescripción.	1	2	3	4	5
40. motiva los adultos.	1	2	3	4	5
41. provee programas adpatados para los físicamente incapacitados.	1	2	3	4	5
42. selecciona y usa técnicas para algunas tareas de aprendizaje de naturaleza particular.	1	2	3	4	5
43. adapta la instrucción al trasfondo del adulto.	1	2	3	4	5
44. usa el enfoque de solución de problemas.	1	2	3	4	5
45. opera un laboratorio de aprendizaje.	1	2	3	4	5
46. usa el enfoque de experiencia de lenguaje para la enseñanza de lectura.	1	2	3	4	5
47. relaciona la materia de enseñanza con el estudiante.	1	2	3	4	5
48. usa preguntas de todos los niveles de comprensión.	1	2	3	4	5
49. diseña técnicas para facilitar la recordación.	1	2	3	4	5
50. aplica los principios básicos de la enseñanza de adultos a las situaciones de enseñanza.	1	2	3	4	5
51. selecciona enfoques educativos para corregir deficiencias en lectura.	1	2	3	4	5

Un maestro de EBPA:	no/ninguna	poca	regular	bastante	completa
52. selecciona enfoques educativos para corregir deficiencias computativas (matemáticas).	1	2	3	4	5
53. desarrolla sentido de confianza en los adultos.	1	2	3	4	5
54. desarrolla en el adulto conciencia de su progreso y sus habilidades.	1	2	3	4	5
55. tiene imaginación (inventiva).	1	2	3	4	5
56. usa el sentido de humor en su clase.	1	2	3	4	5
57. reconoce y describe los pasos que envuelven el planeo, el hacer decisiones y la solución de problemas.	1	2	3	4	5
58. ayuda al estudiante a aprender y usa métodos y recursos para la solución de problemas.	1	2	3	4	5
59. dirige el aprendizaje de los estudiantes usando experiencias personales y observaciones.	1	2	3	4	5
60. provee actividades de práctica para reforzar la enseñanza.	1	2	3	4	5
61. relaciona la enseñanza con las experiencias de trabajo de los estudiantes.	1	2	3	4	5
62. reproduce los fonemas de un segundo idioma.	1	2	3	4	5
63. redacta los objetivos en términos de conducta observable.	1	2	3	4	5
64. identifica y analiza la conducta terminal.	1	2	3	4	5
65. aplica principios psicológicos en la selección de objetivos educativos.	1	2	3	4	5
66. reconoce los objetivos redactados en términos de conducta observable.	1	2	3	4	5
67. formula objetivos educativos y diseña un sistema para envolver a los estudiantes en este proceso.	1	2	3	4	5
68. puede establecer diferencia entre una meta y un objetivo.	1	2	3	4	5
69. ayuda al estudiante a desarrollar los procesos de percepción (discriminación auditiva y visual, fluidez en la expresión oral y escrita).					

Un maestro de EBPA:	no/ninguna	poco	regular	bastante	completa
70. enseña al estudiante a interpretar data.	1	2	3	4	5
71. enseña al estudiante a usar el método científico.	1	2	3	4	5
72. demuestra el método cursivo para la escritura.	1	2	3	4	5
73. da lecciones a los estudiantes para el mejoramiento de vocabulario (word attack) y las destrezas de lectura de comprensión.	1	2	3	4	5
74. opera máquinas copiadoras y otro equipo educativo.	1	2	3	4	5
75. escribe y usa materiales educativos.	1	2	3	4	5
76. usa los medios de comunicación en masa para propósitos educativos.	1	2	3	4	5
77. evalúa materiales educativos producidos comercialmente.	1	2	3	4	5
78. usa materiales programados y autodirigidos (para la auto enseñanza).	1	2	3	4	5
79. compra equipo y materiales.	1	2	3	4	5
80. selecciona materiales audiovisuales.	1	2	3	4	5
81. prepara materiales audiovisuales.	1	2	3	4	5
82. recomienda materiales educativos a tono con las habilidades de los estudiantes.	1	2	3	4	5
83. selecciona y desarrolla materiales de enseñanza.	1	2	3	4	5
84. produce inventarios informales de lectura.	1	2	3	4	5
85. clasifica las características de lectura oral y silencio (incluso errores) de los estudiantes adultos.	1	2	3	4	5
86. administra e interpreta pruebas normalizadas.	1	2	3	4	5
87. selecciona pruebas de aprovechamiento normalizadas.	1	2	3	4	5
88. localiza las pruebas normalizadas.	1	2	3	4	5
89. interpreta y usa los resultados de las pruebas de aprovechamiento normalizadas.	1	2	3	4	5

Un maestro de EBPA:	no/ninguna	poco	regular	bastante	completa
90. administra e interpreta inventarios informales de lectura y de matemáticas.	1	2	3	4	5
91. prepara pruebas y técnicas informales de medición para evaluar el aprovechamiento de los estudiantes.	1	2	3	4	5
92. diagnostica las deficiencias básicas de los estudiantes en las destrezas matemáticas y de lectura.	1	2	3	4	5
93. interpreta y usa carteles de progreso y otros récords de los estudiantes.	1	2	3	4	5
94. administra, selecciona e interpreta los resultados de pruebas que provean data necesaria sobre las necesidades e intereses de los estudiantes.	1	2	3	4	5
95. usa instrumentos de evaluación, preparados a base de determinados criterios.	1	2	3	4	5
96. usa pruebas previas y posteriores a la enseñanza.	1	2	3	4	5
97. evalúa e informa el progreso de los estudiantes.	1	2	3	4	5
98. reconoce los problemas del aprendizaje y determina las características fisiológicas, sicológicas y sociológicas que pueden afectar la motivación.	1	2	3	4	5
99. demuestra conocimiento de los procedimientos para determinar el nivel de lectura de un estudiante.	1	2	3	4	5
100. selecciona métodos de evaluación y programas que provean información necesaria sobre los estudiantes.	1	2	3	4	5
101. determina la dificultad, validez y confiabilidad de las pruebas preparadas por el maestro.	1	2	3	4	5
102. determina estilos y ritmos de aprendizaje a través del diagnóstico.	1	2	3	4	5
103. interpreta los resultados de inventarios de intereses vocacionales.	1	2	3	4	5
104. explica los problemas relacionados con la administración de pruebas del adulto subeducado.	1	2	3	4	5

Un maestro de EBPA:	no/ninguna	poco	regular	bastante	completa
105. visualiza y desarrolla métodos para evaluar al estudiante, al maestro y al programa.	1	2	3	4	5
106. integra el conocimiento de las destrezas y los problemas de lectura con los materiales educativos.	1	2	3	4	5
107. organiza y lleva a cabo excursiones.	1	2	3	4	5
108. desarrolla un sistema mediante el cual maestros y estudiantes diseñan conjuntamente las experiencias de aprendizaje.	1	2	3	4	5
109. planea la enseñanza para los estudiantes individualmente.	1	2	3	4	5
110. hace planes diarios.	1	2	3	4	5
111. diseña un plan de estudios para los estudiantes basado en los resultados de pruebas diagnósticas.	1	2	3	4	5
112. planifica métodos para desarrollar en los estudiantes las destrezas de comunicación.	1	2	3	4	5
113. planea experiencias de aprendizaje para el estudiante mejorar las destrezas de reconocimiento de palabras y de comprensión.	1	2	3	4	5
114. resume o repasa los puntos principales de una lección o demostración.	1	2	3	4	5
115. planea actividades educativas para que recuesos de la comunidad se interesen por las necesidades de los estudiantes.	1	2	3	4	5
116. aplica el conocimiento de los factores sociales, fisiológicos y psicológicos que afectan la enseñanza aprendizaje.	1	2	3	4	5
117. describe la estructura social de su comunidad y su relación con los estudiantes de EBPA.	1	2	3	4	5
118. ayuda a los estudiantes a definir sus necesidades y metas.	1	2	3	4	5
119. evalúa el progreso de los estudiantes y provee para una continua retroinformación (feedback).	1	2	3	4	5

Un maestro de EBPA:	no/ninguna	poca	regular	bastante	completa
120. ayuda a los estudiantes a aplicar de inmediato lo que han aprendido.	1	2	3	4	5
121. ayuda al estudiante adulto a determinar sus objetivos de aprendizaje individuales y a convertirse en un estudiante autodirigido.	1	2	3	4	5
122. explica lo que es enseñanza prescrita individualmente.	1	2	3	4	5
123. describe y hace distinciones entre los tres modos de aprendizaje mediante los cuales los individuos aprenden.	1	2	3	4	5
124. describe y explica los factores (físico, sicológico, neurológico y ambiental) que pueden ocasionar problemas de lectura.	1	2	3	4	5
125. planea la enseñanza para que empiece en el nivel de aprendizaje de los estudiantes.	1	2	3	4	5
126. describe las características del estudiante adulto.	1	2	3	4	5
127. evalúa su efectividad como maestro.	1	2	3	4	5
128. se comunica efectivamente con los adultos.	1	2	3	4	5
129. conduce estudios en la comunidad para mejorar la enseñanza.	1	2	3	4	5
130. evalúa sus ejecutorias como maestro de materia.	1	2	3	4	5
131. localiza, interpreta y aplica investigaciones y nuevos enfoques para mejorar la enseñanza.	1	2	3	4	5
132. prepara nuevos maestros para programas nuevos e innovadores.	1	2	3	4	5
133. formula criterios para la selección de maestros y líderes laicos.	1	2	3	4	5
134. modifica la enseñanza para hacer ajustes a tono con las características individuales y grupales de los estudiantes.	1	2	3	4	5
135. aplica los conocimientos, materiales y métodos aprendidos de otros maestros para mejorar su enseñanza.	1	2	3	4	5

Un maestro de EBPA:	no/ninguna	poco	regular	bastante	completa
136. explica cómo el proceso democrático se aplica a la vida diaria.	1	2	3	4	5
137. aplica el proceso democrático a la vida diaria.	1	2	3	4	5
138. demuestra y da ejemplos de conceptos y principios.	1	2	3	4	5
139. desarrolla generalizaciones respaldadas por hechos.	1	2	3	4	5
140. aplica generalizaciones a situaciones específicas.	1	2	3	4	5
141. enseña a los estudiantes a hacer generalizaciones.	1	2	3	4	5
142. funciona como miembro de un grupo.	1	2	3	4	5
143. puede diferenciar entre estilos de liderazgo.	1	2	3	4	5
144. aplica sus conocimientos del mercado económico y de empleo a las aspiraciones vocacionales de los estudiantes.	1	2	3	4	5
145. ayuda a los estudiantes a obtener empleo.	1	2	3	4	5
146. puede diferenciar las responsabilidades y hacer planes que incorporen el talento del maestro.	1	2	3	4	5
147. coordina un programa específico de currículo con el programa total del cual forma parte.	1	2	3	4	5
148. organiza tópicos en secuencia lógica.	1	2	3	4	5
149. reconoce los verbos apropiados para expresar una conducta dada.	1	2	3	4	5
150. enumera las causas principales de los problemas de lectura de los estudiantes adultos.	1	2	3	4	5
151. describe los efectos sociales, sicológicos y fisiológicos del proceso de envejecimiento en relación al aprendizaje.	1	2	3	4	5
152. prepara perfiles de los estudiantes que reflejan el aprovechamiento potencial y los resultados que se esperan en lectura.	1	2	3	4	5

Un maestro de EBPA:	no/ninguna	poco	regular	bastante	completa
153. planea con los estudiantes efectivamente para el estudio independiente.	1	2	3	4	5
154. humaniza el proceso de aprendizaje.	1	2	3	4	5
155. cree que los materiales de alfabetización del nivel elemental, pueden enseñarse a los adultos efectivamente, si se hacen relevantes a su vida diaria.	1	2	3	4	5
156. cree que antes de que los estudiantes puedan aceptar las actitudes y valores de la clase media, hay que cambiar sus condiciones de vida.	1	2	3	4	5
157. cree que las actitudes negativas hacia el aprendizaje pueden convertirse en actitudes positivas mediante el esfuerzo continuo.	1	2	3	4	5
158. reconoce las diferencias fonéticas y estructurales entre el vernáculo y el segundo idioma, y sus implicaciones para la enseñanza del segundo idioma a adultos.	1	2	3	4	5
159. cree que la determinación de metas y objetivos es responsabilidad tanto del maestro como del estudiante.	1	2	3	4	5
160. lucha por conseguir métodos, técnicas y materiales que ayuden a los estudiantes a triunfar.	1	2	3	4	5
161. reconoce la importancia de tratar a los estudiantes como un amigo o consejero.	1	2	3	4	5
162. cree que la experimentación e innovación son vitales para el éxito en el desarrollo del programa.	1	2	3	4	5
163. cree que las características físicas del ambiente afectan la calidad de aprendizaje de los estudiantes.	1	2	3	4	5
164. Es sensitivo a las diferencias étnicas.	1	2	3	4	5
165. cree en la efectividad de la fuerza y acción de los grupos y su relevancia para los adultos.	1	2	3	4	5
166. tiene una mente abierta y acepta las ideas de otros.	1	2	3	4	5
167. disfruta ante un reto y está deseoso de probar estrategias noveles o únicas para ampliar los horizontes de los estudiantes.	1	2	3	4	5

Un maestro de EBPA:	no/ninguna	poca	regular	bastante	completa
168. entiende la necesidad de adaptar el ritmo de enseñanza al ritmo de aprendizaje del estudiante.	1	2	3	4	5
169. cree que los adultos pueden aprender si se les motiva y se les provee suficiente tiempo.	1	2	3	4	5
170. desarrolla simpatía por aquellos que viven en condiciones de pobreza.	1	2	3	4	5
171. es sensitivo a las necesidades de los adultos por conseguir información.	1	2	3	4	5
172. visualiza el programa de evaluación en términos de los cambios en las necesidades de los estudiantes.	1	2	3	4	5
173. tiene una percepción precisa sobre el propósito y el proceso de aprendizaje.	1	2	3	4	5

APPENDIX B

ADULT BASIC EDUCATION TEACHER COMPETENCY INVENTORY*

(English translation of the Puerto Rican version)

Prepared by

Donald W. Mocker

Center for Resource Development in Adult Education

University of Missouri - Kansas City

(This material has not been published and further reproduction is prohibited without the permission of the author.)

*This is not an exact translation of the original Inventory. It has been revised specifically for administration in Puerto Rico.

April, 1974

ADULT BASIC EDUCATION TEACHER
COMPETENCY INVENTORY

(translation)

Puerto Rico

Name (print) _____

District_____ Region _____ Town or City _____

Sex: ___Female
___Male

Years of experience as an ABE teacher or local program director:

_____Less than one year

_____ 1 year _____3 years _____5 years

_____ 2 years _____4 years _____more than 5 yrs.

Education (indicate the highest level completed):

_____High school or equivalent _____ Bachelor's degree (4 years)

_____Associate degree (2 yrs.) _____ Master's degree (M.A., M.S.)

_____Doctoral degree (Ph.D., Ed.D.)

My most recent attendance at an ABE teacher training program was:

_____During the past six months _____more than a year ago

_____During the past year (but over 6 months ago)

_____Have never attended an ABE teacher training program

The types of training programs I have attended include:

_____seminar _____university course

_____conference _____other (explain)

_____workshop

_____institute

My job in ABE is _____part-time _____full-time
If you work part-time in ABE and have a full-time teaching position, indicate the level of your full-time job:

_____kindergarten _____high school

_____elementary school _____university

Adult Basic Education Teacher Competency Inventory

Directions: On the following pages are competencies which may be important to adult basic education teachers. For each item or competency please circle the rating (1-2-3-4-5) which best indicates your feeling as to the importance of that item. It is not necessary that you have a particular competency, but what you think an ABE teacher should have. Use the following key to make your judgments.

1. An ABE teacher requires no competency in this activity.
2. An ABE teacher requires slight competency in this activity.
3. An ABE teacher requires moderate competency in this activity.
4. An ABE teacher requires considerable competency in this activity.
5. An ABE teacher requires complete competency in this activity.

Do not spend much time on any single question. Please answer all questions. There are no right or wrong answers. What is important is how you rate each competency. Remember, I am not asking if you possess any one of the competencies.

Here is an example:

1. An ABE teacher has the ability to administer an informal reading inventory. 1 2 3 4 (5)

In this example the "5" was circled because it was felt that complete competency was needed. If, on the other hand, the "1" had been circled, it would mean that the person felt no competency was needed.

Put a circle around the number which comes closest to representing your feeling. At times your exact feeling will not be represented, but select the answer nearest your feelings. Sometimes it will be difficult to make a decision, but do the best you can and do not omit any item.

ADULT BASIC EDUCATION TEACHER

COMPETENCY INVENTORY*

Curriculum

		No Slight Moderate Considerable Complete
An ABE teacher:		
1.	has knowledge of the primary comprehension skills.	1 2 3 4 5
2.	has knowledge of practical arithmetic skills.	1 2 3 4 5
3.	has knowledge of developmental tasks of adults.	1 2 3 4 5
4.	has knowledge of the vocabulary skills that should be developed by ABE students.	1 2 3 4 5
5.	has knowledge of phonic components.	1 2 3 4 5
6.	has knowledge about adult home life skills and consumer education.	1 2 3 4 5
7.	has knowledge of functional reading word lists.	1 2 3 4 5
8.	has knowledge of the principles of penmanship.	1 2 3 4 5
9.	has knowledge of the sequence of reading skills.	1 2 3 4 5
10.	can recognize what components of the subject are essential to the adult student.	1 2 3 4 5
11.	can identify the major topics, characteristics, and concepts of each subject.	1 2 3 4 5
12.	has knowledge of the content components necessary for teaching reading.	1 2 3 4 5
13.	has knowledge of the basic concepts of the arithmetic curriculum from the primary school level through the high school level.	1 2 3 4 5
14.	has knowledge of arithmetical and mathematical skills including problem solving.	1 2 3 4 5
15.	has knowledge of the important concepts of both traditional and modern math.	1 2 3 4 5
16.	has knowledge of the language arts - reading, writing, speaking and listening.	1 2 3 4 5
17.	has knowledge of the interpersonal skills of effectively relating oneself to family, community and society.	1 2 3 4 5

An ABE teacher:	No	Slight	Moderate	Considerable	Complete
18. has knowledge that math is developmental; skills build upon others.	1	2	3	4	5
19. helps students control and adjust to change.	1	2	3	4	5
20. demonstrates ability to maintain his own mental and physical health.	1	2	3	4	5
21. interprets and uses a functional model of the curriculum development process that is appropriate for selection, production and evaluation of instructional programs.	1	2	3	4	5
22. breaks subject matter down into its component parts.	1	2	3	4	5
23. organizes a plan of instruction that demonstrates logical sequence, continuity and integration.	1	2	3	4	5
24. demonstrates personal skill in the processes of reading, writing, arithmetic as well as in other basic areas of the ABE curriculum.	1	2	3	4	5
25. adapts curriculum to the needs of the adult student.	1	2	3	4	5
26. identifies curriculum development process and the relationship between the curriculum, learning activities, educational objectives and terminal tasks.	1	2	3	4	5
27. has knowledge of the content of a subject matter in relation to the learner's objectives.	1	2	3	4	5
28. is aware of the value of the subject matter he/she teaches.	1	2	3	4	5
29. has a commitment to keep up to date on new developments in content areas.	1	2	3	4	5
30. knows that math instruction includes the teaching of reading and vocabulary development.	1	2	3	4	5
31. recognizes the importance of social living skills (consumer education, health, nutrition, practical government and conservation).	1	2	3	4	5
ABE Learner					
1. knows principles of learning as they apply to the adult student.	1	2	3	4	5
2. has knowledge of students' backgrounds.	1	2	3	4	5
3. has knowledge of cultural and social forces that influence adult learning.	1	2	3	4	5

An ABE teacher:	No Slight Moderate Considerable Complete
4. has knowledge of the economically disadvantaged and various ethnic groups.	1 2 3 4 5
5. has knowledge of the psychological problems of the adult student.	1 2 3 4 5
6. has knowledge of the changes that occur in the process of psychological, mental and social development.	1 2 3 4 5
7. has knowledge of what motivates adults to participate in basic education programs.	1 2 3 4 5
8. has knowledge of the existence of the developmental tasks of adulthood.	1 2 3 4 5
9. has knowledge of the impact of vicarious experiences and failures upon the under-educated adult.	1 2 3 4 5
10. has knowledge of the effect(s) of discrimination upon the self-concept of ABE students.	1 2 3 4 5
11. finds reasons for low self-concepts of individual students.	1 2 3 4 5
12. motivates students.	1 2 3 4 5
13. identifies the students' informal social groups.	1 2 3 4 5
14. analyzes ways in which the environment has conditioned the life of the learner.	1 2 3 4 5
15. interprets the social characteristics of the under-educated adults.	1 2 3 4 5
16. identifies the students' level of aspiration and despair.	1 2 3 4 5
17. identifes what is the basis of mutual respect between teacher and student.	1 2 3 4 5
18. recognizes individual physical differences.	1 2 3 4 5
19. uses sociograms.	1 2 3 4 5
20. determines signs of physical decline.	1 2 3 4 5
21. analyzes the influences that subcultures have on the lives of individual students.	1 2 3 4 5

An ABE teacher:	No	Slight	Moderate	Considerable	Complete
22. finds and develops potential talents.	1	2	3	4	5
23. relates to the differences in people.	1	2	3	4	5
24. raises students' self-concepts.	1	2	3	4	5
25. identifies the individual differences of students.	1	2	3	4	5
26. lists the various community social, educational, and training agencies which serve adults and can state the major functions of each.	1	2	3	4	5
27. describes the social and emotional characteristics, as well as intellectual and physical abilities, of undereducated adults.	1	2	3	4	5
28. believes there is potentiality for growth in most people.	1	2	3	4	5
29. believes in freedom of thought and expression.	1	2	3	4	5
30. has an awareness that there are merits in the learner's way of living.	1	2	3	4	5
31. does not fear students who come from different backgrounds.	1	2	3	4	5
32. has a commitment to assist adults to assume new roles in society.	1	2	3	4	5
33. is challenged by the needs of students.	1	2	3	4	5
34. knows the differences in socio-cultural levels and experiences which exist among his/her students and recognizes thier limitations.	1	2	3	4	5
35. accepts the importance of recognizing individual differences.	1	2	3	4	5
36. does not over-generalize and stereotype.	1	2	3	4	5
37. has accepted the fact that there are differences between children and adults as learners.	1	2	3	4	5

Scope and Goal of Adult Education

1. has knowledge of theory and practice of program development.	1	2	3	4	5
2. has knowledge of the theory and practice of teaching in adult education.	1	2	3	4	5
3. has knowledge of the philosophical bases and issues of adult education.	1	2	3	4	5

An ABE teacher:	No	Slight	Moderate	Considerable	Complete
4. has knowledge of institutional arrangements of adult education.	1	2	3	4	5
5. has knowledge of social structure and characteristics of the community.	1	2	3	4	5
6. has knowledge of the community development approach to adult education.	1	2	3	4	5
7. has knowledge of new developments and recent recommendations in adult education.	1	2	3	4	5
8. has knowledge of the historic and contemporary approaches to literacy.	1	2	3	4	5
9. has knowledge of the sociology of adult education.	1	2	3	4	5
10. is familiar with agencies and institutions found in the community.	1	2	3	4	5
11. has knowledge of the nature of adult basic education legislation.	1	2	3	4	5
12. has knowledge of the historical structure and background of adult education.	1	2	3	4	5
13. has knowledge of the financing of adult basic education.	1	2	3	4	5
14. is familiar with the system of recruitment of under-educated adults for the ABE program.	1	2	3	4	5
15. has knowledge of the nature of the literacy problem in Puerto Rico.	1	2	3	4	5
16. has knowledge of the emergence of adult education as a marginal institution.	1	2	3	4	5
17. explains the difference between teaching children and teaching adults.	1	2	3	4	5
18. explains the similarities and differences between general and vocational education.	1	2	3	4	5
19. explains the goals of general education.	1	2	3	4	5
20. organizes and uses the services of local adult basic education advisory committees.	1	2	3	4	5
21. explains the theories which relate to the andragogical model.	1	2	3	4	5

An ABE teacher:	No	Slight	Moderate	Considerable	Complete
22. uses the techniques of public relations.	1	2	3	4	5
23. interprets the foundations of adult basic education.	1	2	3	4	5
24. identifies the current issues in adult education.	1	2	3	4	5
25. applies the concept of continuing education to increase her/his professional competence.	1	2	3	4	5
26. interprets the forces necessary to promote enabling legislation for adult basic education.	1	2	3	4	5
27. interprets, evaluates, uses, plans, and conducts pertinent research in adult education.	1	2	3	4	5
28. interprets national, state and local objectives of adult basic education.	1	2	3	4	5
29. uses the services of state and local agencies responsible for adult basic education.	1	2	3	4	5
30. uses information from professional journals, organizations and associations.	1	2	3	4	5
31. identifies the problems and principles of administration in adult education.	1	2	3	4	5
32. explains the processes involved in group or community change.	1	2	3	4	5
33. interprets the adult basic education program to other teachers and the community.	1	2	3	4	5
34. is familiar with the structure of the community.	1	2	3	4	5
35. identifies similarities and differences between two or more educational philosophies.	1	2	3	4	5
36. identifes the philosophic base of adult education and interprets its various aspects in Puerto Rican society.	1	2	3	4	5
37. explains how liberal education can be and how it can be applied to adult basic education.	1	2	3	4	5
38. takes responsibilities for leadership in civic community activities.	1	2	3	4	5
39. states the primary reasons for integrating reading into the total adult basic education program.	1	2	3	4	5
40. has a strong commitment to adult education.	1	2	3	4	5

An ABE teacher:	No	Slight	Moderate	Considerable	Complete
41. believes that innovation and experimentation are necessary for the development of adult education.	1	2	3	4	5
42. desires to be a responsible leader of her/his profession.	1	2	3	4	5
43. believes in a responsible citizenry.	1	2	3	4	5
44. has a commitment for continuous learning.	1	2	3	4	5
45. has accepted a system of values about adult education.	1	2	3	4	5
46. has confidence in her/his ability as a teacher.	1	2	3	4	5
47. recognizes that the ultimate goal of teaching reading to ABE students is to enable them to read and comprehend on approximately an 8th grade level.	1	2	3	4	5
48. accepts responsibility for personal behaviors that affect the health of others.	1	2	3	4	5

Instructional Process

1. is familiar with techniques for testing and evaluating adults.	1	2	3	4	5
2. has knowledge of group dynamics and leadership techniques.	1	2	3	4	5
3. is familiar with the criteria for the selection of materials used to evaluate adults.	1	2	3	4	5
4. has knowledge of the cognitive, psychomotor, and affective domains of educational objectives.	1	2	3	4	5
5. has knowledge of the logical principles upon which instructional materials are developed, selected and utilized.	1	2	3	4	5
6. is familiar with the materials and methods for each type of reading deficiency.	1	2	3	4	5
7. has knowledge of the rationale for the linguistic and sightword approaches to the teaching of reading.	1	2	3	4	5
8. has knowledge of the means of evaluating general and specific objectives.	1	2	3	4	5
9. has knowledge about possible handicaps of non-readers.	1	2	3	4	5
10. is familiar with remedial reading techniques.	1	2	3	4	5

An ABE teacher:		No Slight Moderate Considerabl Complete
11.	is able to recognize the concepts of a subject which are essential for the adult student.	1 2 3 4 5
12.	is familiar with the principles of teaching adults.	1 2 3 4 5
13.	has knowledge of the psychological factors which affect learning.	1 2 3 4 5
14.	is familiar with the stages of learning.	1 2 3 4 5
15.	has knowledge of the design of an effective learning situation.	1 2 3 4 5
16.	has knowledge of the areas of applicability of the skills he/she is teaching.	1 2 3 4 5
17.	is familiar with community agencies which can assist students.	1 2 3 4 5
18.	has knowledge of the sequence for teaching vocabulary development skills.	1 2 3 4 5
19.	is familiar with the materials which are used in the Adult Basic Education Program, and those which are used most frequently.	1 2 3 4 5
20.	is familiar with methods and materials used for teaching mathematics to adults.	1 2 3 4 5
21.	has knowledge of economic and labor market information.	1 2 3 4 5
22.	is familiar with methods and materials for teaching language arts to adults.	1 2 3 4 5
23.	is familiar with the sociological problems of adults.	1 2 3 4 5
24.	has knowledge of the anxieties about learning that are specific to women and other identifiable groups.	1 2 3 4 5
25.	is familiar with the technique of stating objectives in behavioral terms.	1 2 3 4 5
26.	has knowledge of the basic principles and techniques of group process.	1 2 3 4 5
27.	has knowledge of the reasons why an adult participates in educational programs.	1 2 3 4 5
28.	performs as a professional consultant and counselor.	1 2 3 4 5

An ABE teacher:

		No	Slight	Moderate	Considerable	Complete
29.	applies principles of attitude and behavior change.	1	2	3	4	5
30.	guides and counsels adult students.	1	2	3	4	5
31.	coordinates and supervises classroom activities.	1	2	3	4	5
32.	functions in a team teaching situation.	1	2	3	4	5
33.	uses flexible grouping for teaching.	1	2	3	4	5
34.	maintains discipline in the classroom.	1	2	3	4	5
35.	maintains attention in the classroom.	1	2	3	4	5
36.	maintains a clean, orderly classroom.	1	2	3	4	5
37.	develops and uses a system to keep records for each student.	1	2	3	4	5
38.	develops a climate that stimulates participation.	1	2	3	4	5
39.	uses a plan for classroom organization by prescription.	1	2	3	4	5
40.	motivates adults.	1	2	3	4	5
41.	provides adapted programs for the physically handicapped.	1	2	3	4	5
42.	selects and uses techniques for particular learning tasks.	1	2	3	4	5
43.	adapts instruction to the background of the adult.	1	2	3	4	5
44.	uses the problem-sovling approach.	1	2	3	4	5
45.	operates a learning laboratory.	1	2	3	4	5
46.	uses the language experience approach to teach reading.	1	2	3	4	5
47.	relates subject matter to the student.	1	2	3	4	5
48.	uses questions at all levels of comprehension.	1	2	3	4	5
49.	devises techniques to facilitate recall.	1	2	3	4	5
50.	applies basic principles of adult education to instructional situations.	1	2	3	4	5
51.	selects instructional approaches to remedy deficiencies in reading.	1	2	3	4	5

An ABE teacher:

		No	Slight	Moderate	Considerable	Complete
52.	selects instructional approaches to remedy deficiencies in computation.	1	2	3	4	5
53.	develops within the adult a sense of confidence.	1	2	3	4	5
54.	develops within the adult a sense of her/his progress and abilities.	1	2	3	4	5
55.	is imaginative.	1	2	3	4	5
56.	uses humor in the classroom.	1	2	3	4	5
57.	recognizes and describes the steps involved in planning, decision-making and problem solving.	1	2	3	4	5
58.	helps students learn and use the methods and tools of problem-solving.	1	2	3	4	5
59	guides students' learning using personal experiences and observations.	1	2	3	4	5
60.	provides practice activities that reinforce classroom instruction.	1	2	3	4	5
61.	relates classroom instruction to the job experiences of students.	1	2	3	4	5
62.	reproduces the phonemes of a second language.	1	2	3	4	5
63.	states objectives in behavioral terms.	1	2	3	4	5
64.	identifies and analyzes terminal behaviors.	1	2	3	4	5
65.	applies psychological principles to the selection of instructional objectives.	1	2	3	4	5
66.	recognizes behaviorally stated objectives.	1	2	3	4	5
67.	formulates instructional objectives and develops a system for involving students in this process.	1	2	3	4	5
68.	differentiates between goals and objectives	1	2	3	4	5
69.	helps the student develop perceptual processes (visual and auditory discrimination, fluency in speaking and writing).	1	2	3	4	5
70.	teaches students to interpret data.	1	2	3	4	5
71.	teaches the student to use the scientific method.	1	2	3	4	5

An ABE teacher:	No	Slight	Moderate	Considerable	Complete
72. demonstrates handwriting.	1	2	3	4	5
73. gives instruction to students to improve word attack and reading comprehension skills.	1	2	3	4	5
74. operates duplicating equipment and instructional hardware.	1	2	3	4	5
75. writes and uses instructional materials.	1	2	3	4	5
76. uses mass media as an educational means.	1	2	3	4	5
77. evaluates published adult instructional materials.	1	2	3	4	5
78. uses programmed and self-directed materials.	1	2	3	4	5
79. purchases equipment and materials.	1	2	3	4	5
80. selects audio-visual materials.	1	2	3	4	5
81. constructs audio-visual materials.	1	2	3	4	5
82. prescribes instructional materials which will meet the abilities of the student.	1	2	3	4	5
83. selects and develops instructional materials.	1	2	3	4	5
84. constructs informal reading inventories.	1	2	3	4	5
85. classifies oral and silent reading characteristics, including errors, of the adult student.	1	2	3	4	5
86. administers and interprets standardized tests.	1	2	3	4	5
87. chooses standardized achievement tests.	1	2	3	4	5
88. locates standardized tests.	1	2	3	4	5
89. interprets and uses the results of standardized achievement tests.	1	2	3	4	5
90. administers and interprets an informal reading inventory and math inventories.	1	2	3	4	5
91. constructs informal tests and measurement techniques to evaluate student achievement.	1	2	3	4	5
92. diagnoses deficiencies in students' basic computational and reading skills.	1	2	3	4	5

An ABE teacher:

		No	Slight	Moderate	Considerable	Complete
93.	interprets and uses progress charts and other records on students.	1	2	3	4	5
94.	administers, selects, and interprets results of tests that will yield necessary data on needs and interests of students.	1	2	3	4	5
95.	uses criterion-referenced evaluation instruments.	1	2	3	4	5
96.	uses pre-tests and post-tests.	1	2	3	4	5
97.	evaluates and reports on student progress.	1	2	3	4	5
98.	recognizes learning problems and determines physiological, psychological, and sociological characteristics that may affect motivation.	1	2	3	4	5
99.	demonstrates procedures for determining the instructional reading level of a student.	1	2	3	4	5
100.	chooses testing procedures and programs that will yield necessary data on students.	1	2	3	4	5
101.	determines the difficulty, validity and reliability of teacher-made tests.	1	2	3	4	5
102.	determines modes and rates of learning, through diagnosis.	1	2	3	4	5
103	interprets the results of vocational interest inventories.	1	2	3	4	5
104.	explains the problems related to testing the under-educated adult.	1	2	3	4	5
105.	conceptualizes and develops methods to evaluate the student, the teacher and the program.	1	2	3	4	5
106.	integrates knowledge of reading skills and problems with instructional materials.	1	2	3	4	5
107.	makes arrangements for and conducts field trips.	1	2	3	4	5
108.	develops a system whereby teacher and students can jointly design learning experiences.	1	2	3	4	5
109.	plans instruction for individual students.	1	2	3	4	5
110.	makes daily lesson plans.	1	2	3	4	5

An ABE teacher:

		No	Slight	Moderate	Considerable	Complete
111.	designs a study plan for students based on results of diagnostic tests.	1	2	3	4	5
112.	plans methodology to develop students' communication skills.	1	2	3	4	5
113.	plans learning experiences for students which will improve word recognition and comprehension skills.	1	2	3	4	5
114.	summarizes and reviews the main points of a lesson or demonstration.	1	2	3	4	5
115.	plans instructional activities which bring resources of the community to bear on needs of students.	1	2	3	4	5
116.	applies knowledge of social, physiological and psychological factors which affect teaching and learning.	1	2	3	4	5
117.	describes the social structure of the local community as it relates to ABE students.	1	2	3	4	5
118.	helps students identify needs and goals.	1	2	3	4	5
119.	evaluates student progress and provides continuous feedback.	1	2	3	4	5
120.	assists students in making immediate application of what they have learned.	1	2	3	4	5
121.	helps the adult student determine personal learning objectives and become a self-directed learner.	1	2	3	4	5
122.	explains what is individually prescribed instruction.	1	2	3	4	5
123.	describes and makes distinctions among the three modalities by which people learn.	1	2	3	4	5
124.	describes and explains the factors (physical, psychological, neurological and environmental) which may cause reading problems.	1	2	3	4	5
125.	plans instruction to begin at the student's learning level.	1	2	3	4	5
126.	describes characteristics of the adult learner.	1	2	3	4	5
127.	evaluates her/his teaching effectiveness.	1	2	3	4	5
128.	effectively communicates with adults.	1	2	3	4	5

An ABE teacher:		No	Slight	Moderate	Considerabl	Complete
129.	conducts community surveys for purposes of improving instruction.	1	2	3	4	5
130.	evaluates her/his subject matter teaching performance.	1	2	3	4	5
131.	locates, interprets and applies research and new developments to improve teaching.	1	2	3	4	5
132.	prepares new teachers for innovative and changing programs.	1	2	3	4	5
133.	formulates criteria for selecting teachers and lay leaders.	1	2	3	4	5
134.	modifies her/his teaching to accommodate individual and group learner characteristics.	1	2	3	4	5
135.	applies knowledge of materials and procedures gained from other teachers to improve her/his own teaching.	1	2	3	4	5
136.	explains how the democratic process is applied to everyday life.	1	2	3	4	5
137.	applies the democratic process to daily life.	1	2	3	4	5
138.	demonstrates and gives examples of concepts and principles.	1	2	3	4	5
139.	develops generalizations supported by facts.	1	2	3	4	5
140.	applies generalizations to specific situations.	1	2	3	4	5
141.	teaches students to form generalizations.	1	2	3	4	5
142.	functions as a group member.	1	2	3	4	5
143.	differentiates between leadership styles.	1	2	3	4	5
144.	applies knowledge of economic and labor market information to the vocational endeavors of students.	1	2	3	4	5
145.	assists students in obtaining employment.	1	2	3	4	5
146.	differentiates responsibilities and makes plans that incorporate teacher talents.	1	2	3	4	5
147.	coordinates a specific curriculum program with the total program of which it is a part.	1	2	3	4	5

An ABE teacher:

		No	Slight	Moderate	Considerable	Complete
148.	organizes topics in logical sequence.	1	2	3	4	5
149.	recognizes action words appropriate to a given behavior.	1	2	3	4	5
150.	lists the major causes of reading difficulties in adult students.	1	2	3	4	5
151.	describes the social, psychological and physiological effects of the aging process on learning.	1	2	3	4	5
152.	constructs profiles which reflect pupil attainment, potential, and expectations in reading.	1	2	3	4	5
153.	plans independent study effectively with students.	1	2	3	4	5
154.	humanizes the learning process.	1	2	3	4	5
155.	believes that elementary level literacy materials can be successfully taught to adults if made relevant to their life style.	1	2	3	4	5
156.	believes that before "middle class" attitudes and values can be accepted the learner's living conditions must also be changed.	1	2	3	4	5
157.	believes that negative attitudes toward learning can be changed to positive attitudes through reinforcement.	1	2	3	4	5
158.	recognizes phonetic and structural differences between the native (first) and second language, and their implications for teaching a second language to adults.	1	2	3	4	5
159.	believes that determination of instructional goals and objectives is the responsibility of both teacher and learner.	1	2	3	4	5
160.	strives in quest of methods, techniques and materials to help students succeed.	1	2	3	4	5
161.	recognizes the importance of dealing with students as a friend and advisor.	1	2	3	4	5
162.	believes that experimentation and innovation are vital to successful program development.	1	2	3	4	5
163.	believes that the physical characteristics of the environment affect the quality of learning by students.	1	2	3	4	5
164.	is sensitive to ethnic differences.	1	2	3	4	5

An ABE teacher:	No	Slight	Moderate	Considerable	Complete
165. believes in the effectiveness of group energy and group action and its special relevance for adults.	1	2	3	4	5
166. has an open mind and accepts the ideas of others.	1	2	3	4	5
167. enjoys a challenge and is willing to try novel or unique strategies in broadening horizons of students.	1	2	3	4	5
168. appreciates the need to adjust the rate of instruction to the student's rate of learning.	1	2	3	4	5
169. believes that adults can learn if motivated and given sufficient time.	1	2	3	4	5
170. develops empathy toward those who live in conditions of poverty.	1	2	3	4	5
171. is sensitive to adults' needs for getting information.	1	2	3	4	5
172. views program evaluation in terms of the changing needs of students.	1	2	3	4	5
173. has an accurate perception about the purpose and process of learning.	1	2	3	4	5

APPENDIX C

COMPETENCIES LISTED IN ORDER OF PRIORITY

(As ranked by local ABE program directors in Puerto Rico)

Knowledge - Curriculum

An ABE teacher:

Considerable competence required:

1. has knowledge of the language arts - reading, writing, speaking and listening.
2. has knowledge of developmental tasks of adults.
3. has knowledge of the sequence of reading skills.
4. has knowledge of practical arithmetic skills.

5.5 has knowledge of the interpersonal skills of effectively relating oneself to family, community and society.

5.5 has knowledge of the principles of penmanship.

7. knows that math instruction includes the teaching of reading and vocabulary development.
8. has knowledge of phonic components.
9. has knowledge that math is developmental; skills build upon others.
10. has knowledge of the primary comprehension skills.

11.5 can recognize what components of the subject are essential to the adult student.

11.5 can identify the major topics, characteristics and concepts of each subject.

13. has knowledge of the important concepts of both traditional and modern math.

****

14. has knowledge of arithmetical and mathematical skills including problem solving.
15. has knowledge of the content of a subject matter in relating to the learner's objectives.
16. has knowledge of functional reading word lists.
17. has knowledge about adult home life skills and consumer education.

An ABE teacher:

18. has knowledge of the vocabulary skills that should be developed by ABE students.

Moderate-to-considerable competence required:

19. has knowledge of the basic concepts of arithmetic curriculum from the primary school level through the high school level.

20. has knowledge of the content components necessary for teaching reading.

Behavior - Curriculum

Considerable competence required:

1. helps students control and adjust to change.

2. demonstrates ability to maintain his own mental and physical health.

3. adapts curriculum to the needs of the adult student.

4. interprets and uses a functional model of the curriculum development process that is appropriate for selection, production and evaluation of instructional programs.

****

5. identifies curriculum development process and the relationship between the curriculum, learning activities, educational objectives and terminal tasks.

6. demonstrates personal skill in the processes of reading, writing, arithmetic as well as in other basic areas of the ABE curriculum.

7. organizes a plan of instruction that demonstrates logical sequence, continuity and integration.

8. breaks subject matter down into its component parts.

Attitude - Curriculum

Considerable competence required:

1. is aware of the value of the subject matter he/she teaches.

An ABE teacher:

2. recognizes the importance of social living skills (consumer education, health, nutrition, practical government and conservation).

3. has a commitment to keep up to date on new developments in content areas.

Knowledge - ABE Learner

Considerable competence required:

1. knows the differences in socio-cultural levels and experiences which exist among his/her students and recognizes their limitations.

2. has knowledge of the existence of the developmental tasks of adulthood.

3. knows principles of learning as they apply to the adult student.

4. has knowledge of what motivates adults to participate in basic education programs.

5. has knowledge of the effect(s) of discrimination upon the self-concept of ABE students.

6. has knowledge of cultural and social forces that influence adult learning.

****

7. has knowledge of the psychological problems of the adult student.

8. has knowledge of the impact of vicarious experiences and failures upon the under-educated adult.

9. has knowledge of the changes that occur in the process of psychological, mental and social development.

10. has knowledge of students' backgrounds.

Moderate competence required:

11. has knowledge of the economically disadvantaged and various ethnic groups.

Behavior - ABE Learner

Considerable competence required:

An ABE teacher:

1. motivates students.
2. identifies what is the basis of mutual respect between teacher and student.
3. identifies the individual differences of students.
4. raises students' self-concepts.
5. recognizes individual physical differences.
6. lists the various community social, educational, and training agencies which serve adults and can state the major functions of each.
7. analyzes ways in which the environment has conditioned the life of the learner.
8. describes the social and emotional characteristics, as well as intellectual and physical abilities, of under-educated adults.
9. relates to the differences in people.
10. finds reasons for low self-concepts of individual students.
11. interprets the social characteristics of the under-educated adults.

****

12. identifies the students' informal social groups.
13. identifies the students' level of aspiration and despair.

Moderate competence required:

14. uses sociograms.
15. determines signs of physical decline.
16. analyzes the influences that subcultures have on the lives of individual students.

Slight-to-moderate competence required:

17. finds and develops potential talents.

Attitude - ABE Learner

Considerable competence required:

An ABE teacher:

1. has a commitment to assist adults to assume new roles in society.
2. accepts the importance of recognizing individual differences.
3. has accepted the fact that there are differences between children and adults as learners.

4.5 believes in freedom of thought and expression.

4.5 has an awareness that there are merits in the learner's way of living.

6. is challenged by the needs of students.

****

7. does not fear students who come from different backgrounds.
8. believes there is potentiality for growth in most people.
9. does not over-generalize and stereotype.

Knowledge - Scope and Goal of Adult Education

<u>Considerable</u> competence required:

1. is familiar with agencies and institutions found in the community.
2. has knowledge of the theory and practice of teaching in adult education.
3. has knowledge of institutional arrangements of adult education.
4. has knowledge of the sociology of adult education.
5. has knowledge of the nature of the literacy problem in Puerto Rico.
7. has knowledge of the philosophical bases and issues of adult education.
7. has knowledge of the emergence of adult education as a marginal institution.
7. has knowledge of social structure and characteristics of the community.
9. is familiar with the system of recruitment of under-educated adults for the ABE program.

****

An ABE teacher:

10. is familiar with the structure of the community.

11. has knowledge of theory and practice of program development.

12. has knowledge of the community development approach to adult education.

13. has knowledge of the nature of adult basic education legislation.

14. has knowledge of new developments and recent recommendations in adult education.

Moderate-to-considerable competence required:

15. has knowledge of the financing of adult basic education.

16.5 has knowledge of the historic and contemporary approaches to literacy.

16.5 has knowledge of the historical structure and background of adult education.

Behavior - Scope and Goal of Adult Education

Considerable competence required:

1. explains the difference between teaching children and teaching adults.

2. interprets the foundations of adult basic education.

3. applies the concept of continuing education to increase her/his professional competence.

4. explains the goals of general education.

5.5 explains the similarities and differences between general and vocational education.

5.5 identifies the current issues in adult education.

7.5 states the primary reasons for integrating reading into the total adult basic education program.

7.5 uses the services of state and local agencies responsible for adult basic education.

9.5 uses the techniques of public relations.

9.5 organizes and uses the services of local adult basic education advisory committees.

An ABE teacher:

11. explains the processes involved in group or community change.

12. identifies the problems and principles of administration in adult education.

13. interprets the adult basic education program to other teachers and the community.

****

14. uses information from professional journals, organizations and associations.

Moderate-to-considerable competence required:

15. takes responsibilities for leadership in civic community activities.

16. interprets the forces necessary to promote enabling legislation for adult basic education.

17. identifies similarities and differences between two or more educational philosophies.

Moderate competence required:

18. explains how liberal education can be and how it can be applied to adult basic education.

19. interprets, evaluates, uses, plans and conducts pertinent research in adult education.

20. explains the theories which relate to the andragogical model.

21. identifies the philosophic base of adult education and interprets its various aspects in Puerto Rican society.

22. interprets national, state and local objectives of adult education.

Attitude - Scope and Goal of Adult Education

Considerable competence required:

1. desires to be a responsible leader of her/his profession.

2. recognizes that the ultimate goal of teaching reading to ABE students is to enable them to read and comprehend on approximately the 8th grade level.

An ABE teacher:

3. has confidence in her/his ability as a teacher.

4. has accepted a system of values about adult education

****

5. accepts responsibility for personal behaviors that affect the health of others.

6. has a strong commitment to adult education.

7. believes that innovation and experimentation are necessary for the development of adult education.

8. believes in a responsible citizenry.

9. has a commitment for continuous learning.

Knowledge - Instructional Process

Considerable competence required:

1. has knowledge of the psychological factors which affect learning.

2. is familiar with the materials and methods for each type of reading deficiency.

3. has knowledge of the cognitive, psychomotor, and affective domains of educational objectives.

4. is familiar with the stages of learning.

5.5 has knowledge about possible handicaps of non-readers.

5.5 has knowledge of the areas of applicability of the skills he/she is teaching.

7. is familiar with the principles of teaching adults.

8. is familiar with techniques for testing and evaluating adults.

10. has knowledge of the means of evaluating general and specific objectives.

10. has knowledge of the design of an effective learning situation.

10. is familiar with methods and materials for teaching language arts to adults.

12. is familiar with the criteria for the selection of materials used to evaluate adults.

An ABE teacher:

13. has knowledge of group dynamics and leadership techniques.

14. has knowledge of the logical principles upon which instructional materials are developed, selected and utilized.

****

15. is familiar with the sociological problems of adults.

16. is able to recognize the concepts of a subject which are essential for the adult student.

17. is familiar with methods and materials used for teaching mathematics to adults.

18. is familiar with remedial reading techniques.

19. has knowledge of the rationale for the linguistic and sightword approaches to the teaching of reading.

20. is familiar with the technique of stating objectives in behavioral terms.

21. is familiar with community agencies which can assist students.

22. has knowledge of the sequence for teaching vocabulary development skills.

23.5 has knowledge of economic and labor market information.

23.5 is familiar with the materials which are used in the Adult Basic Education Program, and those which are used most frequently.

25. has knowledge of the basic principles and techniques of group process.

<u>Moderate-to-considerable</u> competence required:

26. has knowledge of the anxieties about learning that are specific to women and other identifiable groups.

<u>Moderate</u> competence required:

27. has knowledge of the reasons why an adult participates in educational programs.

Behavior - Instructional Process

An ABE teacher:

Considerable competence is required:

1. uses questions at all levels of comprehension.

2.5 makes daily lesson plans.

2.5 develops within the adult a sense of her/his progress and abilities.

4. uses humor in the classroom.

5. diagnoses deficiencies in students' basic computational and reading skills.

6.5 develops within the adult a sense of confidence.

6.5 recognizes behaviorally stated objectives.

8. selects instructional approaches to remedy deficiencies in reading.

9. is imaginative.

10. applies basic principles of adult education to instructional situations.

11. helps students learn and use the methods and tools of problem solving.

12. motivates adults.

13. coordinates and supervises classroom activities.

14. uses the language experience approach to teach reading.

15. evaluates her/his teaching effectiveness.

16.5 relates classroom instruction to the job experiences of students.

16.5 designs a study plan for students based on results of diagnostic tests.

18. helps the student develop perceptual processes (visual and auditory discrimination, fluency in speaking and writing).

19. maintains attention in the classroom.

20.5 differentiates between goals and objectives.

20.5 guides students' learning using personal experiences and observations.

22.5 relates subject matter to the student.

An ABE teacher:

22.5 determines the difficulty, validity and reliability of teacher-made tests.

25.5 states objectives in behavioral terms.

25.5 summarizes and reviews the main points of a lesson or demonstration.

25.5 provides practice activities that reinforce classroom instruction.

25.5 plans methodology to develop students' communication skills.

29. plans instruction to begin at the student's learning level.

29. teaches the student to use the scientific method.

29. adapts instruction to the background of the adult.

31. plans learning experiences for students which will improve word recognition and comprehension skills.

32. uses the problem-solving approach.

33.5 guides and counsels adult students.

33.5 identifies and analyzes terminal behaviors.

35. assists students in making immediate application of what they have learned.

36. evaluates and reports on student progress.

38. devises techniques to facilitate recall.

38. evaluates student progress and provides continuous feedback.

38. plans independent study effectively with students.

40.5 develops a climate that stimulates participation.

40.5 determines modes and rates of learning, through diagnosis.

42. plans instructional activities which bring resources of the community to bear on needs of students.

43.5 maintains a clean, orderly classroom.

43.5 demonstrates handwriting.

46. selects and develops instructional materials.

46. applies principles of attitude and behavior change.

An ABE teacher:

46. describes the social structure of the local community as it relates to ABE students.

48. plans instruction for individual students.

49. chooses testing procedures and programs that will yield necessary data on students.

50.5 humanizes the learning process.

50.5 formulates instructional objectives and devises a system for involving students in this process.

52. classifies oral and silent reading characteristics, including errors, of the adult student.

53. teaches students to interpret data.

54. applies psychological principles to the selection of instructional objectives.

55.5 describes characteristics of the adult learner.

55.5 conceptualizes and develops methods to evaluate the student, the teacher and the program.

57.5 interprets and uses progress charts and other records on students.

57.5 administers, selects, and interprets results of tests that will yield necessary data on needs and interests of students.

59. maintains discipline in the classroom.

60. integrates knowledge of reading skills and problems with instructional materials.

61.5 recognizes and describes the steps involved in planning, decision-making and problem solving.

61.5 differentiates responsibilities and makes plans that incorporate teacher talents.

63.5 uses pre-tests and post-tests.

63.5 recognizes learning problems and determines physiological, psychological, and sociological characteristics that may affect motivation.

65. helps students identify needs and goals.

66. differentiates between leadership styles.

67. selects instructional approaches to remedy deficiencies in computation.

An ABE teacher:

68. helps the adult student determine personal learning objectives and become a self-directed learner.

70.5 lists the major causes or reading difficulties in adult students.

70.5 prescribes instructional materials which will meet the abilities of the student.

70.5 develops and uses a system to keep records for each student.

70.5 develops a system whereby teacher and students can jointly design learning experiences.

****

73. applies the democratic process to daily life.

74. evaluates her/his subject matter teaching performance.

75. explains how the democratic process is applied to everyday life.

76.5 uses flexible grouping for teaching.

76.5 administers and interprets standardized tests.

78.5 writes and uses instructional materials.

78.5 describes and makes distinctions among the three modalities by which people learn.

80.5 performs as a professional consultant and counselor.

80.5 reproduces the phonemes of a second language.

82. constructs profiles which reflect pupil attainment, potential, and expectations in reading.

83. operates a learning laboratory.

86. chooses standardized achievement tests.

86. makes arrangements for and conducts field trips.

86. constructs audio-visual materials.

86. constructs informal reading inventories.

86. constructs informal tests and measurement techniques to evaluate student achievement.

89. describes the social, psychological and physiological effects of the aging process on learning.

An ABE teacher:

90.5 functions in a team teaching situation.

90.5 uses a plan for classroom organization by prescription.

93.5 functions as a group member.

93.5 demonstrates and gives examples of concepts and principles.

93.5 develops generalizations supported by facts.

93.5 assists students in obtaining employment.

Moderate-to-considerable competence required:

96.5 explains the problems related to testing the under-educated adult.

96.5 effectively communicates with adults.

99. coordinates a specific curriculum program with the total program of which it is a part.

99. administers and interprets an informal reading inventory and math inventories.

99. selects and uses techniques for particular learning tasks.

101. describes and explains the factors (physical, psychological, neurological and environmental) which may cause reading problems.

103. explains what is individually prescribed instruction.

103. locates standardized tests.

103. demonstrates procedures for determining the instructional reading level of a student.

105. applies knowledge of materials and procedures gained from other teachers to improve her/his own teaching.

106. applies generalizations to specific situations.

107.5 organizes topics in logical sequence.

107.5 interprets the results of vocational interest inventories.

109. conducts community surveys for purposes of improving instruction.

110. gives instruction to students to improve word attack and reading comprehension skills.

111. uses criterion-referenced evaluation instruments.

An ABE teacher:

112.5 interprets and uses the results of standardized achievement tests.

112.5 recognizes action words appropriate to a given behavior.

114. modifies her/his teaching to accommodate individual and group learner characteristics.

115. evaluates published adult instructional materials.

Moderate competence required:

116.5 applies knowledge of social, physiological and psychological factors which affect teaching and learning.

116.5 uses mass media as an educational means.

118. teaches students to form generalizations.

119. selects audio-visual materials.

120. uses programmed and self-directed materials.

121.5 provides adapted programs for the physically handicapped.

121.5 locates, interprets and applies research and new developments to improve teaching.

123. applies knowledge of economic and labor market information to the vocational endeavors of students.

124.5 prepares new teachers for innovative and changing programs.

124.5 operates duplicating equipment and instructional hardware.

126. purchases equipment and materials.

127. formulates criteria for selecting teachers and lay leaders.

Attitude - Instructional Process

Considerable competence required:

1. has an open mind and accepts the ideas of others.

2. believes that adults can learn if motivated and given sufficient time.

3.5 views program evaluation in terms of the changing needs of students.

3.5 has an accurate perception about the purpose and process of learning.

An ABE teacher:

5. strives in quest of methods, techniques and materials to help students succeed.

6. believes that elementary level literacy materials can be successfully taught to adults if made relevant to their life style.

7. enjoys a challenge and is willing to try novel or unique strategies in broadening horizons of students.

8.5 appreciates the need to adjust the rate of instruction to the student's rate of learning.

8.5 recognizes the importance of dealing with students as a friend and advisor.

10. develops empathy toward those who live in conditions of poverty.

11. believes that experimentation and innovation are vital to successful program development.

****

12. believes that determination of instructional goals and objectives is the responsibility of both teacher and learner.

13. believes that negative attitudes toward learning can be changed to positive attitudes through reinforcement.

14.5 believes that the physical characteristics of the environment affect the quality of learning by students.

14.5 believes in the effectiveness of group energy and group action and its special relevance for adults.

16. recognizes phonetic and structural differences between the native (first) and second language, and their implications for teaching a second language to adults.

17. is sensitive to adults' needs for getting information.

<u>Moderate-to-considerable</u> competence needed:

18. believes that before "middle class" attitudes and values can be accepted the learner's living conditions must also be changed.

19. is sensitive to ethnic differences.